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ABSTRACT

Reports of fourteen program descriptions and evaluations are presented. All but two were produced by the Department of Federal Evaluation Resource Services, a model state evaluation project. The projects varied in purpose; budget; grades served; and number of students, teachers, and administrators participating. Reports vary in detail from one to twelve pages. Project titles are: (1) Academics Plus Model School (achievement gains on California Achievement Test); (2) Building Bridges (public and non-public school cooperation in enrichment activities); (3) Consumer Affairs Education Service (curriculum development); (4) District Six Alternative Program; (5) Edison Project (dropout prevention); (6) Environmental Education Alternative; (7) Mainstreaming; (8) MERIT (reading improvement); (9) Performing Arts; (10) Preparatory Seven (basic skills development); (11) School for All Ages (cross-age interaction, adult education, mastery learning); (12) Skill Development Center (mainstreaming); (13) Tutor Corps; and (14) Video Cassette Library. (CP)

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ED166259

EVALUATION OF TITLE IV-C ESEA PROJECTS 1977-1978

ANNUAL REPORT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

DEPARTMENT OF FEDERAL EVALUATION RESOURCE SERVICES

TM008 338

Report #7909

EVALUATION OF TITLE IV-C ESEA PROJECTS, 1977-1978

An annual report issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under Title IV-C of the federal Elementary and Secondary Education Act.

November 1978

Office of Research and Evaluation

THE SCHOOL DISTRICT OF PHILADELPHIA

Philadelphia, Pennsylvania 19103

THE SCHOOL DISTRICT OF PHILADELPHIA

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This report was prepared by the Department of Federal Evaluation Resource Services. Assistance in evaluation design, instrument development, and data analysis, was provided by the Division of Instructional Research and Development Services, Dr. Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. In most cases, projects were assigned to teams under the leadership of research associates; in every case, the team leader is named first. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk(*).

PREFACE

Contained in this booklet are the individual project evaluations for activities funded under Title IV-C ESEA during the 1977-1978 school year. With the exception of the Model Alternative Programs and the Edison Drop-out Prevention Project, the evaluations were produced by the Department of Federal Evaluation Resource Services (FERS).

Recognition is accorded to the Department of Priority Operations Evaluation Services(POES) for the production of the Alternative Programs and Edison Reports. Although these projects are federally funded, they fell within one of the School District's priority areas, hence evaluation services were provided by POES. It should be noted that their format differs slightly from the other reports in order to accommodate the agreements made between POES evaluators and the project staff.

FERS has been identified as a model evaluation project by the Bureau of Planning and Evaluation of the Pennsylvania Department of Education. Under this agreement FERS submits evaluation designs and procedures for review to the State Department. Once approved, the evaluations are conducted and final reports are forwarded to Harrisburg. During the course of the year, representatives from the Department visit Philadelphia and meet with the evaluators, members of the Office of Federal Programs and project staff. On-site visits are also accomplished at that time.

The results of the "pilot" year for this arrangement indicated that all parties were satisfied. The quality of the evaluations appeared to meet the needs of both the Bureau of Planning and Evaluation as well as local decision makers. Hopefully, this mutually cooperative venture will be further strengthened in the coming year in order to continue to produce the highest quality information at the most reasonable cost.

Stephen H. Davidoff

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ACADEMICS PLUS MODEL SCHOOL

ADMINISTRATOR:	William R. Crumley, Jr., Principal
HEADQUARTERS:	Fitler Academics Plus School, Seymour and Knox Streets, Philadelphia, Pa., 19144
TELEPHONE:	VI 3-0326
PBRS CODE:	20-02-540
STATE CODE:	76509C
OPERATING YEARS:	1976-197[illegible]
GRADES SERVED:	1-6
NO. SERVED:	Pupils 333, Teachers 18, Administrators 1, Other 0
NO. OF SCHOOLS:	1
NO. OF EMPLOYEES:	Professional 19, Paraprofessional (Part-time) 5, Clerical 1
CURRENT BUDGET:	$289,735
SERVICE PROVIDED:	This project provides a more controlled educational environment for children whose parents desired this form of alternative learning climate.
EVALUATION TEAM:	Arnold Escourt

Introduction

The Fitler Academics Plus School was begun in September of 1976 as part of a Title IV-C grant. This report deals with the observations made and the attainment of the objectives during the second year of the project. During the first year the school served pupils in Grades one to five. This year two sixth grade classes were added. Unfortunately, there was a strike of bus personnel which made it very difficult for the children to attend school (90% of the pupils are bused). By the end of November, the enrollment had dropped to 333 pupils. The severe weather also contributed to an additional loss of pupils.

Observed Activities

Observations of all phases of school activities were conducted. Pupils were found to be polite, orderly, and very well behaved both in and outside of class. During instruction, pupils were prepared and attentive. Visitations of guests (including the evaluator) did not appear to distract the children.

The neatness and cleanliness was immediately evident when visiting the Fitler School. Halls were not littered, walls were not written upon, and the bulletin boards were carefully done. The pupils were well behaved and conducted themselves in an orderly fashion during recess, lunch and when boarding the buses at the end of the day.

The difference between Fitler and other elementary schools may be due to two factors: structure and expectations. All activities had standard procedures that were carefully planned and had to be followed. The pupils knew what was to be done and followed the procedures for entering the school, walking the steps, entering their rooms, etc. It must be emphasized that it was all done in a casual, routine fashion rather than any military lockstep.

The expectations for the program are more intangible and therefore difficult to document. Nevertheless, parents selected the project because they expected a structured program and a controlled environment. Pupils knew their parents expected good behavior and sincere effort. Teachers expected self-control, good work habits and improvement from pupils. They wanted to successfully meet the objectives of the project. Teachers assigned homework daily and insisted that it be done. Lessons were carefully planned and pupils were expected to do their classwork. Unsatisfactory behavior was immediately dealt with by the teacher. A gesture, a few words, or a scolding were usually used to reinforce the teachers expectations. Only serious matters like fighting or misbehavior on the bus were referred to the principal. The principal made his expectations known at staff meetings and set up procedures to systematize all aspects of the program. The result of these expectations was observed as a calm, quiet, efficient educational experience.

The school staff was motivated, cooperative, and concerned with the success of the project. Teachers used individual and small-group procedures and based instructional plans upon continuous monitoring of pupil skills. Teachers had developed their classroom management skills to the point that they were able to work with a small group while the rest of the class quietly continued to work on their classroom assignment. The student-teacher ratio was approximately 22-1.

Mathematics and reading skills were emphasized by all classroom teachers and were given additional support by the mathematics specialist and reading specialist. The librarian gave lessons, provided resource materials, and helped pupils select books at appropriate reading levels. The language teacher taught skills that added to the oral and reading abilities of the children. The science teacher had pupils do projects and conducted a science fair which required the development of research skills. The counselor worked with pupils having difficulty coping with the social and cognitive demands of the school. She provided group counseling to a group of first graders and to other pupils referred by their teachers. Several children were diagnosed as RE and were sent back to their home schools.

Parents tended to take an interest in the activities and functions of the school. During the bus strike car pools were established and high attendance was noted at the parent-teacher conferences that were held.

A questionnaire was distributed to parents during the April Teacher Conference. Of the 183 parents who responded, 98% were "satisfied" or "very satisfied" with the educational program provided by the school.

ATTAINMENT OF OBJECTIVES

Objective 1: At the conclusion of the project's second year of operation, participating pupils will show improvement of their reading skills as indicated by the following:

(a) At least 50% of the pupils will gain two instructional book levels based upon the Cloze or Informal Reading Inventory procedures.

Part (a) was attained. Of those pupils in Grades 3-6 who took both the pretest and posttest Cloze, 57.6% gained two instructional book levels or more. Seven percent gained one book level, and 35.4% scored less than one level of growth. First-and second-grade pupils were exempted from the test. The Cloze procedure measures the pupil's ability to comprehend paragraphs in which words have been deleted. For those tested, the median pretest level of a Book 2^1 was increased to a Book 3^2 level by the end of the year. Table 1 indicates the gains in comprehension skills made by the pupils. Table 2 presents the end-of-year distributions of scores.

In addition to the Cloze procedure, teachers noted the reading comprehension skills of pupils based upon their assigned book level in the basal reading series used at the school. Teachers recorded the book numbers used in September and June. Table 3 indicates that more than 85% of the pupils advanced through two or more books during the year.

(b) At least 50% will gain mastery of the phonics elements of the Sight and Sound Inventory.

Part (b) was attained. Based on data from Grades 2-6, 71.5% of the pupils taking the machine-scorable phonics test in April gained mastery. In order to achieve mastery, a student must attain a score of at least 90% correct. Table 4 displays the phonics skills attained by the pupils in June.

(c) Posttest ADSS mean scores on the California Achievement Tests (CAT) will exceed pretest scores.

Part (c) was considered attained. When the results of this year's test results were compared with the previous years results, it was found that the pupils had improved their levels of achievement. Achievement test score distributions for the entire school are presented in Table 5. These data indicate that pupils enrolled in the program have performed better over two successive test administrations.

However, when a pupil by pupil analysis was made, it was found that at least 74 pupils did not have 1978 test scores. A review of these pupils indicated that 46 (63%) had scored below the 50th percentile in 1977.

In order to insure that the results of the testing would not be influenced by the attrition of these lower scoring pupils, a pupil by pupil analysis was done using the total reading score for the past two test administrations. It was found that only 54% of the pupils had pairs of scores. A t-test for correlated samples was conducted for each grade. Statistically significant results were attained for each grade based upon the Total Reading Achievement Development Scale Score (ADSS).

When the National Percentile Rank (NPR) associated with the ADSS was determined, it was found that pupils in two grades were slightly below their previous year's percentile ranking. Due to the facts listed, it is difficult to make a determination of the gains made in reading based upon the achievement test results. Figure 1 graphically shows the changes on a grade by grade basis for the pupils with paired scores. The lack of progress for the two lower achieving groups will require further examination in 1978-1979.

Objective 2: At the conclusion of the project's second year of operation pupils will show improvement of their mathematics skills as indicated by the following:

(a) At least 50% of the pupils will gain two levels of the Philadelphia Mathematics Evaluation Test.

Part (a) was attained. Pupils were tested in September and June with the various levels of the Philadelphia Mathematics Evaluation Test. Seventy-four percent of the pupils gained two levels or more. This far exceeded the 50% expectation. Table 6 lists the distribution of gains made by the pupils in grades 1 to 6 during the 1977-1978 school year.

(b) Posttest ADSS mean scores of the California Achievement Tests will exceed pretest scores.

Part (b) is considered attained. A review of the test results for mathematics indicated that the scores of this year's pupils exceeded those of the pupils attending the previous year. If the groups were the same, the results would be outstanding. However, as with the reading data, the groups of pupils attending over the past two years are somewhat dissimilar.

When a correlated t-test was done with the total mathematics ADSS scores of pupils with data for both years, statistically significant results were obtained. When the NPRs associated with the ADSSs were compared, it was found that three of the five grades had exceeded prior levels and that two of the grades had fallen below. Figure 2 details this information. As with reading, the number of pupils with paired data is slightly more than 50% of the pupils attending.

Objective 3: At the conclusion of the project's second year of operation, participating pupils will show interest and conformity with project purposes by:

(a) maintaining an average attendance of 85% or above.

Part (a) is considered attained. The average daily attendance over the school year was found to be 81.2%. This clearly falls below the 85% criterion of the objective. However, since 90% of the pupils live beyond walking distance and were affected by the bus strike for two months, it seems unfair to penalize the pupils. When the attendance is reviewed from the period after the strike, the average attendance was 87%.

(b) Having at least 90% of the pupils completing 75% of their assignments with satisfactory ratings.

Part (b) was not attained. Based on the reports of teachers who marked the assignment, slightly more than 80% of the pupils completed 75% of their assignments. This result was less than the expected 90% in spite of the efforts made by the principal and staff to have pupils submit their assignments.

(c) Showing proper behavior such that 90% of the pupils will receive marks of "C" or above for behavior.

Part (c) was attained. All but 26 of the 265 pupils were given behavior marks of "C" or above. Of all the pupils, 90.2% were considered to have developed acceptable and proper classroom behavior.

Objective 4: Parents or guardians of project pupils will exhibit interest or involvement with the functions of the school such that at least 80% will attend each report card conference during the year, and the Home and School Association will be active and conduct monthly meetings.

This objective was attained. Project records of parents who signed in when attending teacher conferences at school or called in to make alternate arrangements exceeded the 80% criterion.

The Home and School Association conducted monthly meetings and kept minutes of activities.

IMPACT

This was the second year for the Fitler Academics Plus Model School Program. The objectives were considered realistic, and the operating procedures were established.

In the area of reading, 57% of those pupils taking the pretest and posttest gained two instructional book levels. The school median reading level was raised from a Book 2^1 to a Book 3^2 level, and 71.5% of the pupils achieved the 90% mastery level in phonics. Data from the 1978 California Achievement Tests in total reading indicated that 59% of the pupils scored at or above the 50th percentile.

In the area of mathematics 74.6% of the pupils gained two or more levels on the Philadelphia Mathematics Evaluation Test. Test data from the mathematics tests of the CAT indicated that 70% of the pupils scored at or above the national norm.

When the achievement scores for the same pupils were compared, it was found that most pupils exceeded their former score levels. Although the gains are not great, improvement in the upper elementary grades is contrary to the city-wide trend for those grades.

Fluctuations in the pupil population continue to occur. Though the school was not planned to be a site for higher-achieving pupils, it appears that academically oriented pupils are being attracted while pupils in lower scoring categories are dropping out.

The Academics Plus Middle School program needs to improve its overall enrollment and solve the transportation problems it has faced. Nevertheless, the program has demonstrated that pupils can improve their basic skills in a highly structured educational environment.

TABLE 1

COMPREHENSION SKILL GAINS AS MEASURED BY THE CLOZE PROCEDURE OF PUPILS WITH PRETEST-POSTTEST DATA IN GRADES 3-6 AT FITLER ACADEMICS PLUS SCHOOL

Gains	Number of Pupils	Percentage
No Gain	35	35.4
One Book	7	7.0
Two Books	17	17.2
Three Books	17	17.2
Four Books or more	23	23.2
TOTAL	99	100%

TABLE 2

DISTRIBUTION OF COMPREHENSION LEVELS BASED UPON END-OF-YEAR CLOZE PROCEDURE TEST SCORES

Book Level	Number	Percent
Pre Primer	4	2.2
Primer	6	3.4
Book 1	9	5.0
Book 2^1	11	6.1
Book 2^2	19	10.6
Book 3^1	1	0.6
Book 3^2	66	36.9
Book 4	15	8.4
Book 5	22	12.3
Book 6	26	14.5
TOTAL	179	100%

TABLE 3

BOOKS GAINED BASED UPON THE SCHOOL'S BASAL READER SERIES*

Number of Books Gained	Number of Pupils	Percentage
No gain	5	2.2
1	28	12.6
2	105	47.0
3	46	20.6
4	22	10.0
5	8	3.6
6 or more	9	4.0

*Two book levels gain per year is considered acceptable progress.

TABLE 4

ATTAINMENT OF PHONICS SKILLS BASED UPON THE POSTTEST ADMINISTRATION OF THE SIGHT AND SOUND INVENTORY

Level of Correctness	Grade					Total	Percentage
	2	3	4	5	6		
90% or above	28	28	37	43	37	173	71.5
75% to 89%	15	15	6	5	4	45	18.6
Less than 75%	6	6	3	3	6	24	9.9
						242	100%

TABLE 5

PERCENT OF PUPILS SCORING IN THE READING AND MATHEMATICS SUBTESTS OF THE CALIFORNIA ACHIEVEMENT TESTS

Subtests/Admin Date	Percentage of Pupils			
Total Reading	Below the 16th%ile	16-49%ile	50-84%ile	Above the 85th%ile
Feb. 1977	8	45	32	15
Feb. 1978	6	35	38	21
Total Mathematics				
Feb. 1977	13	27	39	21
Feb. 1978	6	24	35	35

TABLE 6

MATHEMATICS GAINS BASED UPON THE ADMINISTRATION OF THE PHILADELPHIA MATHEMATICS TEST EVALUATION ADMINISTERED AT THE BEGINNING AND END OF THE YEAR

Change	Number of Pupils	Percentage
No gain	8	3.5
1 level	49	21.9
2 levels	80	35.7
3 levels	55	24.6
4 or more levels	32	14.3

TABLE 7

COMPARISON OF MEAN SCALE SCORES FOR FITLER ACADEMICS PLUS PUPILS FOR TWO SUCCESSIVE YEARS IN READING AND MATH ON THE CALIFORNIA ACHIEVEMENT TESTS

TOTAL READING

	1978 GRADE LEVEL				
	SECOND	THIRD	FOURTH	FIFTH	SIXTH
Pretest	280	324	366	438	439
Posttest	345	374	397	462	471
N	31	32	25	30	33
t	10.97*	3.37**	3.37**	3.07**	4.68*

TOTAL MATHEMATICS

Pretest	257	290	337	373	420
Posttest	311	329	363	444	472
N	32	32	25	30	35
t	12.74*	3.70*	3.80*	14.13*	5.58*

*p = .001

**p = .005

FIGURE 1

A COMPARISON OF TOTAL READING SCORES FOR FITLER ACADAMICS PLUS PUPILS WITH PAIRS OF CALIFORNIA ACHIEVEMENT TEST SCORES FOR 1977 AND 1978

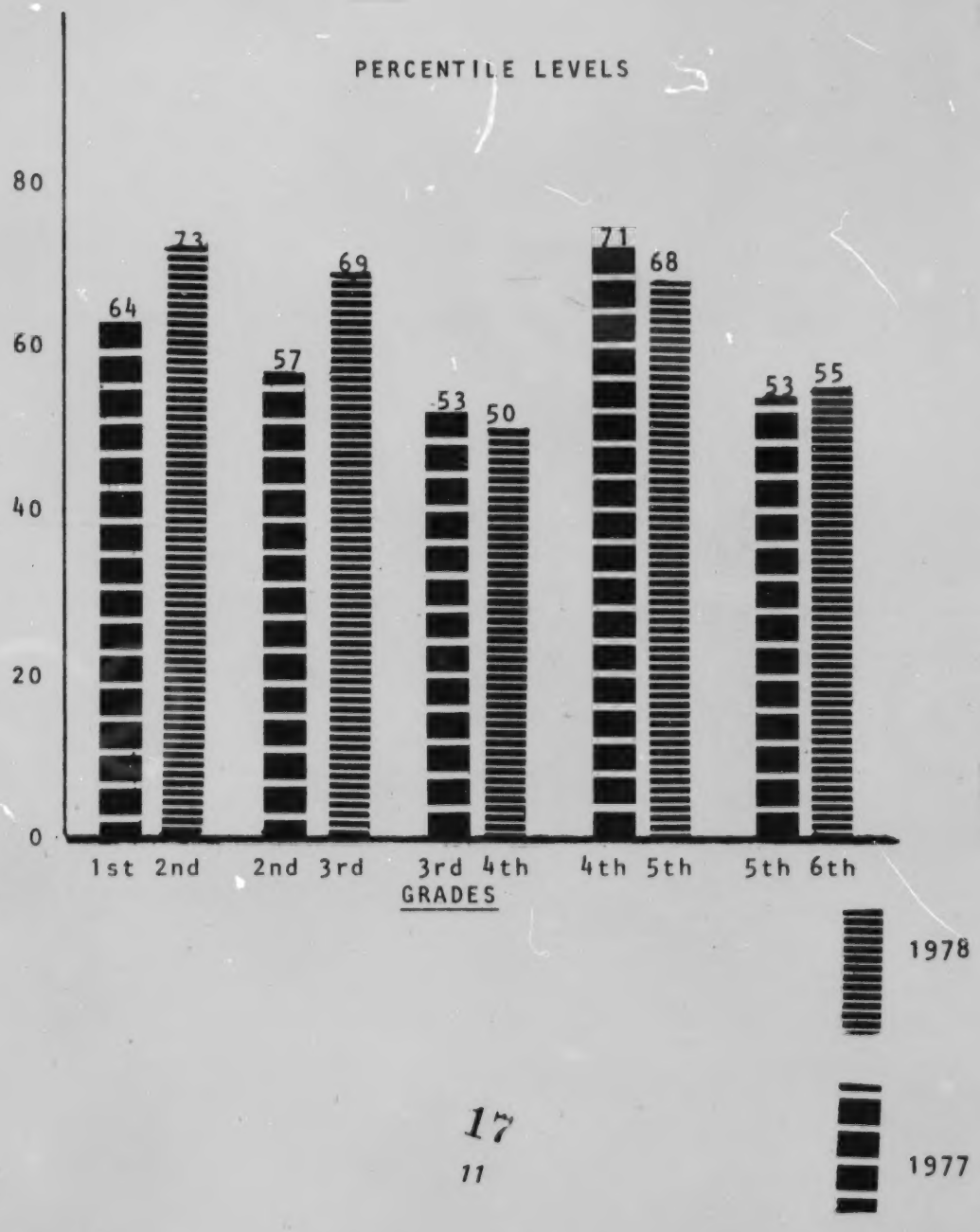
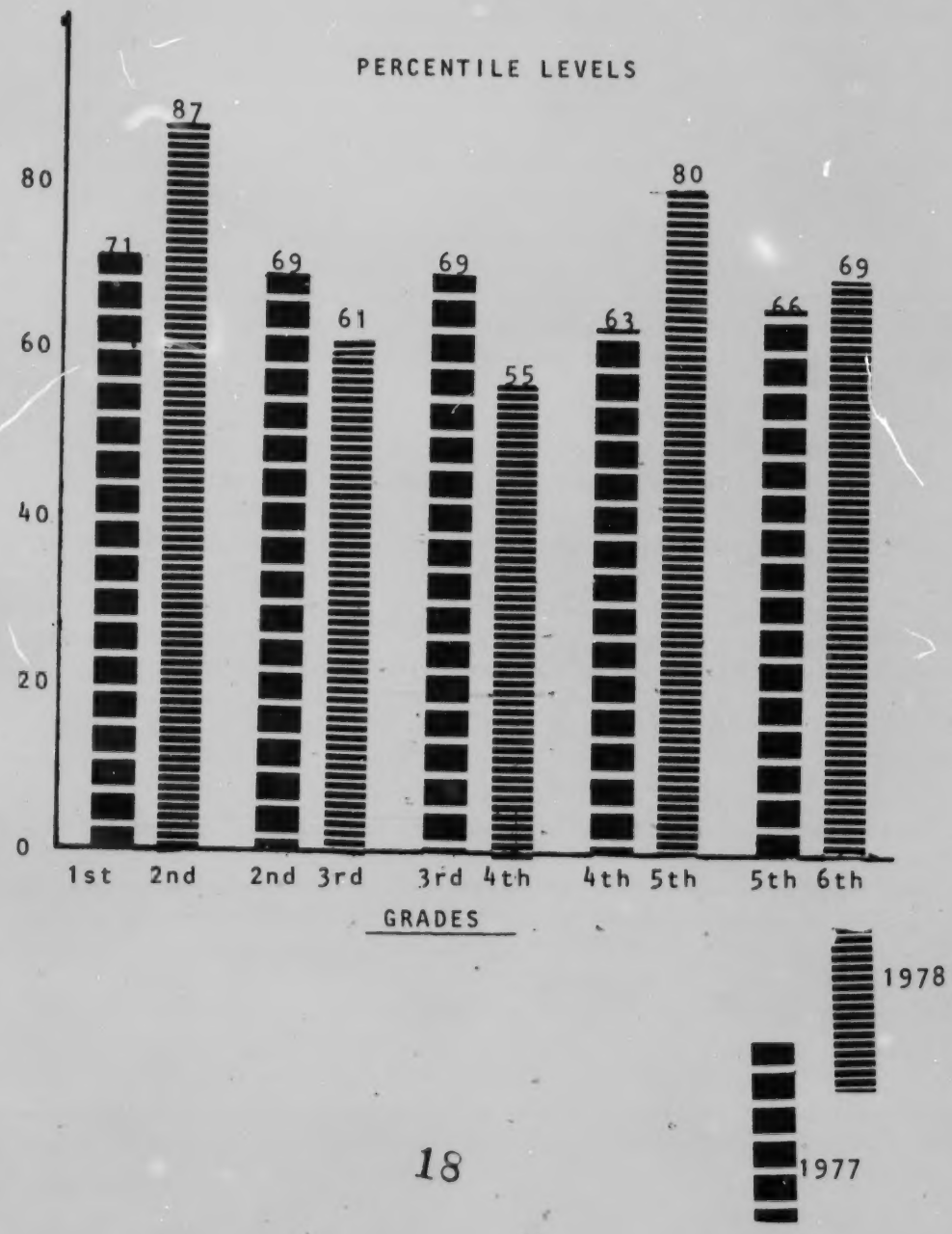


FIGURE 2

A COMPARISON OF TOTAL MATHEMATICS SCORES FOR FITLER ACADEMICS PLUS PUPILS WITH PAIRS OF CALIFORNIA ACHIEVEMENT TEST SCORES FOR 1977 AND 1978



BUILDING BRIDGES

ADMINISTRATOR:	Charles P. Colgan
HEADQUARTERS:	School Administration Building, 21st Street South of the Parkway, Room 212, Philadelphia, PA 19103
PBRS CODE:	20-19-913
STATE CODE:	76514C
OPERATING YEARS:	1976-1978 (formerly the Joint Planning Council project, Title III-ESEA, 1972-1976)
GRADES SERVED:	K through 12
NO. SERVED:	Pupils 6,000, Teachers 235, Administrators 130, Others 100
NO. OF SCHOOLS:	120
NO. OF EMPLOYEES:	Full time: Professional 1, Paraprofessional 0, Clerical 1 Part time: Professional 232, Paraprofessional 49, Clerical 3
CURRENT BUDGET:	$200,000
SERVICE PROVIDED:	The opportunity for students in paired public and nonpublic schools throughout the School District to participate in enrichment activities during and after the school day.
EVALUATION TEAM:	William E. Loue III, Lisbeth Sklar*

OBSERVED ACTIVITIES

The Building Bridges project was partially implemented according to its intended mode of operation.

Proposals from 152 individual paired-school programs were approved for this project year. At the end of the project year, records indicated that 131 programs (86%) were operational. Twenty-one programs (14%) either did not begin due to personnel problems or were terminated by the project director during the project year because of poor student attendance or an inequitable distribution of participants from the public and/or non-public schools.

Operating programs served a wide variety of pupil interests and needs including the following: language arts, ecology, mathematics, sports, career guidance, chorus, art, chess, cooking, sewing, ethnic studies, self-awareness, and creative dramatics. Observations recorded on the Program Observation Form (N=34) revealed that 21 activities (62%) attained the minimum criterion for balance of public and non-public school students on the day of the observation. Further, the evaluation team concluded that the observed activities appeared to be appropriate (91%), well planned (62%) and receiving active student participation (71%). However, warm-up activities planned specifically to encourage pupil interaction were only observed at 10 sites (29%). In addition, observations revealed that grouping arrangements designed to foster interaction were apparent during 53% of the activities; the opportunity for student interaction during activities occurred

during 59% of the observations; and direct student interaction was observed in 53% of the activities. Several teachers reported that they conducted interaction activities early in the project year, but discontinued these activities once the students were acquainted.

ATTAINMENT OF OBJECTIVES

Objective 1. During the current project year at least eighty paired-school programs involving at least 4,000 students will be established in at least eighty public and/or nonpublic schools as indicated by the Monthly Attendance Form and the Program Observation Form.

This objective was attained.

At the beginning of the 1977-1978 project year, 152 individual paired-school programs were approved. Twenty-one (21) programs were cancelled throughout the year for various reasons, and 131 programs (86% of the programs approved) were operational. A suggestion by the Office of Federal Programs had been made to limit the number of approved individual programs in an effort to streamline the management of the entire Building Bridges project. It was the decision of the project director, however, to continue to approve all paired-school proposals meeting his minimum criteria.

Throughout the project year the Program Observation Form was used to record on-site observations. A total of 34 observations were recorded: twenty-five (25) by the evaluation team, six (6) by the project director, two (2) by the archdiocesan coordinator, and one (1) by the Office of Federal Programs staff.

Objective 2: Each paired-school program will be expected to have a minimum attendance rate of 70% and be balanced to the extent that neither public nor nonpublic students will represent more than 60% of the program participants.

This objective was not attained.

It was the joint decision of the project director and the evaluation team that maintenance of attendance and balance criteria for 75% of the funded sessions was a reasonable level of expectation since individual paired-school programs often experienced unplanned events that forced them to cancel sessions. These included inclement weather, illness of sponsoring teachers, and holidays or special events that conflicted with the meeting times.

Monthly Attendance Forms were distributed to each paired-school program. An audit of these forms was conducted by the evaluation team in February and April. Following each audit the project director was apprised of all programs failing to submit properly completed attendance forms or failing to maintain the minimum standards of attendance and/or balance of public/nonpublic student participation.

At the conclusion of the school year, a review by the evaluation team of the Building Bridges Attendance Forms for the 117 programs that submitted usable records revealed the following: (a) 88 programs (75%) achieved an attendance rate of at least 70% for at least three-fourths of the sessions, and (b) 54 programs (46%) met the criterion for a balance between public and non-public students for at least three-fourths of the sessions.

Objective 3: (a) During the project year the central project administration will assist each of the eight sub-districts in the establishment of a Local Planning Council (LPC) as indicated by appropriate written documentation (letters, memoranda, notices, agendas and minutes).

This objective was not attained.

A review of the Project Director's Log revealed that telephone contacts were made with administrators in each of the eight sub-districts to enlist their assistance in organizing Local Planning Councils. However, only one LPC (District 7) was established and conducted meetings throughout the project year.

(b) During the project year the central project administration will disseminate a project newsletter to all public and non-public schools in the city at least three times during the year.

This objective was not attained.

A newsletter, entitled Interaction, was distributed two times during the project year to participating schools. The December issue included a follow-up article to reinforce the Affective Workshop conducted the previous September and a survey to determine the level of interest in future workshops. The February issue included only a cover letter to principals explaining the Monthly Attendance Form. A supply of the forms was attached.

Objective 4. During the project year at least two hundred project teachers will attend at least two workshops focusing on affective education techniques as indicated by workshop attendance records.

This objective was not attained.

At the beginning of the project year, a workshop was conducted on a Saturday morning by two members of the Affective Education Project (AEP) staff. Teachers from 106 public schools and 49 non-public schools attended. Formal attendance figures were not available. Teachers in attendance experienced large- and small-group activities in affective education techniques designed to promote student interaction. A workshop manual was distributed to all participants. The manual

included four articles explaining the AEP approach, specific activities, information that documented and reinforced the small-group experiences provided during the workshop, procedural information, answers to frequently asked questions about the techniques introduced at the workshop, and techniques for eliciting feedback from students.

A meeting was conducted two weeks after the workshop to evaluate the workshop and plan for the future. Although a need for a follow-up workshop (as specified) was agreed upon, the planning for such an endeavor was postponed. A memo and survey created by the project administration to determine interest in future workshops was forwarded to participating teachers in the December Interaction newsletter. The results of the survey were tabulated by the project administration. Only 13 teachers responded and agreed to attend another workshop. The results of this survey were forwarded to the evaluation team in April. It is the feeling of the evaluation team that a more clearly written survey and a follow-up of the non-respondents may have resulted in more meaningful information early enough in the project year to assist decision making about additional workshops.

IMPACT

The Building Bridges project was partially implemented according to its intended mode of operation. It continued to organize classes from public and non-public schools in programmatic activities.

An improvement in record-keeping by the individual programs enabled the project administrator and the evaluation team to monitor closely program attendance rates and the required maintenance of a balance between public and non-public participants. The objective that established the attendance and balance criteria was not attained.

Community participation and dissemination of project information did not reach expected levels. A Local Planning Council was established in only one of the eight sub-districts. The project newsletter, distributed twice during the year, did not contain news about individual collaborative programs throughout the city as expected by the evaluation team.

A workshop for participating teachers provided theory and techniques for promoting student interaction. Follow-up written materials to reinforce the workshop content were disseminated. However, the second workshop planned to expand this experience did not take place.

Extensive review of the content and management system of the Building Bridges project was conducted in the spring. New criteria for program selection were implemented. The aspects of the project that were not implemented will be reviewed to determine: (1) the extent of their importance to the project as a whole, and (2) the managerial changes necessary to future implementation.

CONSUMER AFFAIRS EDUCATION SERVICE

ADMINISTRATOR:	E. Ruth Rodman
HEADQUARTERS:	Stevens Administration Center
TELEPHONE:	923-9105
PBRS CODE:	20-18-877
STATE CODE:	76512C
OPERATING YEARS:	1971-1978
GRADES SERVED:	K-12
NO. SERVED:	Pupils 25,000, Teachers 500, Administrators 80, Other 400
NO. OF SCHOOLS:	280
NO. OF EMPLOYEES:	Professional 0, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	$59,735
SERVICE PROVIDED:	Consumer Education specialists conduct workshops and conferences, develop materials and train teachers to use individualized Consumer Education modules and make available for teachers multilevel multimedia instructional materials in the Consumer Affairs Resource Center.
EVALUATION TEAM:	Robert N. Sebastian

OBSERVED ACTIVITIES

The Consumer Affairs Education Service (CAES) provided a network of staff development, parent partnership, publications, and conference activity under the rubric of the Consumer Affairs Resource Center. For Convenience these may be divided into on-site services and centralized services.

On-site services include those activities conducted at various schools for the purpose of staff development., as indicated in the Attainment of Objectives; this also includes the annual Marriott Conference which is designed to publicize the CAES program as well as to provide speakers and workshops for instruction in contemporary consumer issues. The Marriott Conference, officially known as the "Consumer Education Awareness Conference," is used as a means of bringing together consumer spokesmen, the business community, and educators for seminars on consumer competencies, consumer learning centers, and consumer information agencies. The responses of the participants to a questionnaire administered at the February 1978 conference were also used to plan in-service courses and to plan the activities of the Resource Center.

The in-service courses were offered to teachers at the central office. Two courses were given for credit during the past year: the first, in food and nutrition, was for elementary and middle school teachers and the second was based on creating classroom experiences in consumer education in the elementary classroom.

The latter was related to basic skills instruction emphasized by the School District. In addition to the in-service, staff development seminars and curriculum development activities were also performed at the central site as described in the Attainment of Objectives. The curriculum development was supplemented by a staff review of existing consumer texts, publications, and other instructional media. Of the approximately 225 texts reviewed by the CAES staff, 30 were selected for use in the schools. The staff also organized a set of materials built around consumer objectives appropriate for eighth grade pupils. The five teaching kits so planned were produced subsequently by a commerical firm and are in use in nine schools in the District.

ATTAINMENT OF OBJECTIVES

Objective 1: To maintain the Consumer Affairs Resource Center to provide District-wide services to both individuals as well as teacher, administrative, and consumer groups specifically through school visitations, central information services, and staff development programs.

This objective was attained. The Resource Center librarian, Project Director, and peripatetic staff maintained records of Center visits, school visits, and requests for information. Between January and June of 1978, the Center provided miscellaneous materials through pony to 122 School District teachers, department heads, and administrators, and responded to telephone or in-person requests form 164 students. Two-hundred copies of "Consumer Activities for the Home" were also distributed by request to parents of School District children. Between January and July 1978 there were also documented visits to the Resource Center from 95 teachers, 26 students, and 20 supervisory personnel.

The Resource Center staff provided on-site presentations to middle and elementary schools, and 9 high schools during the same period. An estimated 265 faculty members participated in these consumer information programs.

Objective 2: To revise the consumer banking curriculum on the basis of field tests at two high schools, to insure that 80% of the participating students are able to complete one or more modules which comprise the curriculum.

This objective was attained. As a result of intensive use in two high school classrooms over a period of two and a half weeks each, the units were reviewed and readied for large-scale distribution. Revisions were made in the color coding of the modules, typographical errors, and with the addition of a teachers guide. Over 85% of the students completed at least one module over the duration of the field test.

More extensive revisions were suggested which may, at the discretion of the Project Director, be incorporated into an abbreviated edition of the banking units. Because of the novel nature of the individulized units, a need was found for a

simplified direction sheet for both students and teachers. The proposed direction sheet for teachers would explain briefly the character of individualized instruction (e.g., self-pacing, the use of pre- and posttests, the teacher sheet) and would discuss the method of scoring and passing criteria for each module.

A banking "scoresheet" was employed throughout the field testing and recommended as a useful record-keeping device in place of the current box at the top of each module. The scoresheet contained the complete record for a single student over all modules. A final column of the sheet listed the passing score for each module against which the student's actual score was to be compared. Thus, the student's performance profile could be quickly and accurately distinguished.

Additional and detailed findings concerning answer sheets, sequencing of materials, labelling of activities, and pagination were outlined in a memorandum to the Project Director in August 1978, for incorporation into the abbreviated editions of the banking curriculum.

IMPACT

Evidence of the impact of the program is mostly directly found in an examination of the numbers serviced. All told, nearly 1,000 adults--teachers, administrators, parents, conferees-- were provided direct services which indirectly impacted on many thousands of students. The extent service is the more impressive in that consumer affairs is not a component of the District curriculum but must be accomodated within the home economics, business, math, etc. programs.

The Resource Center makes available a vast array of staff development programs and innovative curriculum materials for use within existing courses, as well as providing a reference for the organization of the k to 12 consumer continuum. The Marriott Conference, in-service programs, school visits and centralized distribution facility insure a steady dissemination of resource persons and consumer materials to the schools and, in return, provide teachers, principals and others with an opportunity to describe their own programs to their peers.

DISTRICT SIX ALTERNATIVE PROGRAM (PREP 6)

ADMINISTRATOR: William Hogan
HEADQUARTERS: 6401 Wayne Avenue
TELEPHONE: 842-0329
OPERATING YEAR: 1972-1978
GRADES SERVED: 10-12
NUMBER OF PUPILS: 100
PROJECT LOCATION: On-Site, X Off-Site
NO. OF EMPLOYEES: 6 Professional, 1 Paraprofessional, 1 Clerical
FUNDING SOURCE: Title IV-C

Project Description

The District Six Alternative School (Prep 6) served approximately 100 tenth, eleventh, and twelfth grade students from Roxborough and King High Schools. The school was organized to establish a multi-racial program in District Six. It provided an innovative, flexible high school program that stressed humanistic and affective development of the students as well as academic advancement. All students admitted volunteered to be in the program, but had to demonstrate a basic competency level on the Informal Reading Inventory, Philadelphia Mathematics Survey, and a language usage test before they were accepted.

Students were assigned to a "family" support unit headed by a program teacher. This unit provided informal guidance counseling to all students from teachers and peers. Academic course work revolved around four, ten-week sessions of mini-courses. Students developed their own college-type rosters and wre involved in course selection and development. Aside from credit requirements for graduation established by the sending school, the District Six Alternative School had its own program requirements that the students had to meet before they could graduate.

Project History

The District Six Alternative Program began in 1972 as the Roxborough Alternative Program. In 1974 the program moved to its present site. The relocation involved a great deal of cleaning and repairing of the new building. During the summer of 1976 a fire escape was added to the third floor which made this space available for additional classrooms. Also, in 1976-1977 the program became the District Six Alternative, accepting students from King and Germantown High Schools in addition to Roxborough students. The structure, program, and curriculum have remained stable throughout the history of the project. It should be noted that Germantown HIgh School dropped out of the program before the 1977-1978 school year.

Project Objectives as Stated in Proposal

A. At least 50% of the students will increase their attendance over 1976-1977.

B. At least 50% of the students will maintain or increase their National Percentile Ranks (NPRs) on the California Achievement Test (CAT) Total Reading Score.

C. All graduating seniors will have completed at least 30 hours of community service during their three years in the program.

D. The percentage of students of one race in the program will not be below 40% nor above 60%.

Project Implementation

The District Six Alternative School was located in a large, three story refurnished house at 6401 Wayne Avenue in the Mt. Airy-Germantown section of the city. The house was rented for $1.00 per year and contained eight rooms that were used for classrooms, an office, a photography darkroom, five bathrooms, a lunchroom, a large basement, and a garage. Minor building maintenance and all housekeeping chores were performed by the students and staff. The staff consisted of ten full-time teachers, one paraprofessional, and one secretary.

In order to develop an integrated program, students were recruited from three District Six high schools. The racial composition was approximately 50% Black and 50% White. When new students applied to the program (students were accepted until the fourth quarter) they were given a battery of diagnostic tests; the Secondary Group Informal Reading Inventory, The Philadelphia Mathematics Survey, and a program-developed language usage test. Students who met the minimum requirements but did not master all six subtests of the IRI were placed in a remedial reading class until they mastered all six subtests. There was a similar arrangement for students who scored below level 18 on the mathematics survey test.

The District Six Alternative Program offered a diverse curriculum with students developing their own college type rosters with the aid of the program staff. Twlefth graders had a minimum of five courses with six being the maximum for all students.

The school day was from 9:00 a.m. to 2:30 p.m. There was a Monday, Wednesday, Friday schedule in which the periods were ninety minutes in length. In the fourth quarter, however, Wednesdays were set aside for project day, while during the rest of the week classes were ninety minutes in length. The school year consisted of four ten-week sessions in which forty or more mini-courses were offered to the students. Class size averaged approximately 12-15 students per class.

It was observed that the program staff used a variety of teaching approaches in their instruction, such as discussion, simulation activities question and answer sessions, individual reading and writing assignments, hands-on experiences, and field trips. An effort was made to involve students in class discussions and activities. Students received Pass or Fail credit for each course according to criteria established by the teachers. Moreover, the students received an annotated evaluation of the work they did in each course.

The program also established, above the minimum credit requirements of the sending schools, a set of program criteria for graduation. In the 1977-1978 school year, 31 of 36 seniors met the program requirements and graduated. Also, each student, before graduation, was required to perform thirty hours of community service. Examples of places that the students served were community hospitals, nursery, elementary and special education schools, a geriatric center, the Legal Aid Society, The Academy of National Science, and the Board of Education.

Project Outcomes: Evaluation Questions

QUESTION: What proportion of students increased their attendance over 1976-1977?

ANSWER: The average daily attendance (ADA) for 1977-1978 was 86%, while for 1976-1977 it was 81%. There were comparable attendance data for 102 students. Of this group, 58 (57%) had higher attendance this year, while 40 (39%) had lower attendance.

Question: What proportion of students maintained or increased their NPRs on the CAT Total Reading Score?

ANSWER: Of 63 students with CAT data, 29 (46%) attained or exceeded their anticipated growth in reading during 1977-1978.

QUESTION: What proportion of graduating seniors completed at least 30 hours of community service during their three years in the program?

ANSWER: Of 31 graduating seniors, all 31 (100%) completed at least 30 hours of community service during their three years in the program. In addition, of the five seniors who did not graduate, four (80%) fulfilled the community service requirement.

QUESTION: What was the racial composition of the student body?

ANSWER: The racial composition was 50% white and 50% black.

Attainment of Objectives

The District Six Alternative Program attained its attendance objective. Behavior was not a problem in this program.

The community service objective was attained. Four of the five seniors not graduating also fulfilled the requirement.

The program continued to maintain its racial balance. The target percentages, although much more stringent than those suggested by the Pennsylvania Commission on Human Relations were met as a result of the program's intense effort to achieve a "50-50" racial mix.

The program did not attain the objective related to CAT scores.

Conclusions and Recommendations

The District Six Alternative Program (Prep VI) was implemented as proposed. The program was based on college-type rostering of mini-courses. Class size was small, and the instruction revolved around discussions.

The evaluator observed two areas in which the program could possibly be improved. Both areas are beyond the scope of program personnel and thus require central administrative support.

First, the program needs the supplies necessary for an alternative program. This year's budget forced the program staff to exist on left-over supplies from previous years. Items subject to depreciation could not be replaced. Often, worn out textbooks had to be used. Teachers reported they no longer were going to buy books and supplies from their personal money. Later visits showed that that teachers bought the books and supplies anyway. The evaluator used this as an indication of their personal support of the program even though they believed they were left "stranded" by central administration.

Second, the program needs publicity. The Office of Informational Services, perhaps, could use the program as an example to the local press of a successfully-integrated program. There is much in Prep VI that makes it similar to a private school within a public school system. Teachers and other staff continually contribute more to their students than that minimally required. Students genuinely enjoy the experience. For example, an article in the Oakes Newsletter during the current year praised Prep VI. That praise should have been disseminated throughout the city.

EDISON PROJECT

ADMINISTRATOR: John Fareira/Water Spector
HEADQUARTERS: Potter School, 4th & Clearfield Street
TELEPHONE: NE 4-8180
OPERATING YEAR: 1971-1978
GRADES SERVED: 10-12
NUMBER OF PUPILS: 200
PROJECT Location: ___ On-Site, X Off-Site
NO. OF EMPLOYEES: 11 Professional, 6 Paraprofessional, 1 Clerical
FUNDING SOURCE: General Fund

Project Description

This program was designed for students who were potential dropouts and who had a prior history of poor school attendance. The program provided a personalized educational experience in self-contained classrooms emphasizing the development of basic skills. Subject area instruction centered around the use of "learning stations" through which students were cycled. Career exploration experiences were provided through the establishment of outside learning stations in the community and through a career education class within the school.

Project History

The Edison Project began in 1971 as a Title VIII Dropout Prevention Project. The program was intended to provide potential high school dropouts with both academic skills and career awareness so that they might be better able to make educational and occupational decisions. During its first two years the Edison Project, through continual modification, evolved into its present structure. Observations conducted during the 1975-1977 school years revealed that the Edison Project continued as a multi-faceted program, offering a full program in the academic subjects, career education, and basic skills remediation. The effect of the Edison Project on preventing dropouts has been documented in a previous report (1975) in which it was shown that the project had the effect of lowering the dropouts rate and raising the attendance for the high school as a whole.

Project Objectives as Stated in the Proposal

A. To increase student satisfaction with school as indicated by:

(1) an improvement in the attendance of 50% of the students in the program;

(2) an improvement in behavior ratings of 40% of the students in the program and

(3) a 40% decrease in the number of unsatisfactory performance ratings received by students in the major subjects.

B. Fifty percent of the participating students will maintain or increase their achievement levels as indicated by change in National Percentile Ranks on the California Achievement Tests from 1977 to 1978.

C. The off-site experiences will be interrelated with the classroom program.

Project Implementation

During the first half of the school year, the program was identical to last year's program. In the morning, reading and math were taught during two 45 minutes periods. Students remained in their homeroom for reading and received individualized self-paced instruction based on the Barnell-Loft reading materials. During the mathematics period each teacher was responsible for a particular level of instruction, and students were cycled to the appropriate teacher. The second half of the instructional day consisted of two 45 minute "learning stations" in the subject areas of science, math, social studies, language arts, and career development. Each teacher was responsible for managing a learning station and students were rostered to each learning station for two to three periods a week. Instruction at the learning stations consisted primarily of teacher-made, self-paced learning packets.

During the second half of the school year extensive staff changes took place. The program coordinator was replaced by a lead teacher and the following positions were filled by substitutes: lead teacher, reading teacher, social studies teacher, and the career program instructor.

The staff then instituted some changes for the remainder of the year. In the morning, students would receive language arts and math instruction from the same teacher. Then, a third period called Enrichment was offered. Each teacher offered an elective that students could choose (e.g., sports, experimental biology). In the afternoon social studies/career development, social science, and recreational activities were offered. The course social/career development provided an opportunity for many speakers to visit the school and address the children. Speakers addressed the following topics: welding, drafting, state employment, electronics, armed forces, plumbing, and the allied health fields.

In addition to the regular classroom program, a reading lab and math lab formed a significant part of the instructional program by providing additional remedial instruction for all students who needed it. The labs were staffed by a

reading specialist and math specialist who, in addition to their teaching responsibilities, serves as resource aides for the classroom teachers by helping in curriculum development efforts and by assisting in the placement of students into the basic skills program. The reading and math labs provided extensive individual remediation for all students who placed in the lowest fifth of the distribution of standardized reading achievement scores. The informal, relaxed atmosphere of both labs may have encouraged some students, who might not otherwise have done so, to attend school.

Eleventh and twelfth graders were rostered for the learning stations in career development. Students received instruction in job-seeking skills and the various job options open to them. Also, students were made aware in the classroom of the appropriate behavior that would be expected in most job situations. Each outside learning station lasted from three to five school days. The program was jointly developed by the project staff and personnel from the organization hosting the learning station. At each learning station students participated in a variety of activities ranging from on-site observations to actually working or helping at specific jobs. This year each student attended at least one learning station. Some attempts were made to interrelate the outside learning station experiences with the classroom program.

Twenty students were observed meeting with the Personnel Director of the Evening Bulletin. Occupations the students were capable of obtaining were discussed. The director also discussed how to use the newspaper to look for jobs and how to act during an interview. Students then took a tour of the Bulletin building and had an opportunity to meet various employees.

Project Outcomes

QUESTION: Were the off-site experiences interrelated with the classroom program?

ANSWER: Yes. Students had the opportunity for discussion and they reviewed basic job skills necessary for the specific area they saw.

QUESTION: Did 50% of the students improve their attendance this year?

ANSWER: No. Sixty-eight students had higher attendance, four remained the same, and 88 has lower attendance. Overall, 43% of the students improved their attendance over last year. This year the average daily attendance was 69%.

QUESTION: Did 40% of the students improve their behavior ratings over last year?

ANSWER: Yes. During the 1977-1978 school year 63 students (46%) had fewer discipline referrals, 64 students had the same number, and 11 had more discipline referrals.

QUESTION: Was there a 40% decrease in the number of unsatisfactory subject ratings obtained by students?

ANSWER: No. During the 1976-1977 school year, there were 131 unsatisfactory ratings. During the 1977-1978 school year there were 196 unsatisfactory ratings. This represents an increase of 50%.

QUESTION: Did 50% of the students attain or exceed the anticipated growth for their NPR's in reading?

ANSWER: Yes. Comparative CAT data were available for 101 students. Of this group 55% (56 students) attained or exceeded the anticipated growth for their NPR's, while 45% (45 students) did not.

Attainment of Objectives

The program attained three of its five objectives. There was a decrease in attendance and an increase in unsatisfactory subject ratings. On the other hand, the career program was implemented, student behavior improved, and the program attained its achievement objective.

Conclusions and Recommendations

The Edison Project was fully implemented and continued a multi-faceted program that addressed the needs of some potential dropouts. A full program in the academic subjects, career education, and basic skills remediation was offered. The staff changes that occurred during the year seemed to have a minimal effect.

ENVIRONMENTAL EDUCATION ALTERNATIVE

ADMINISTRATOR: Fred Hofkin/Charmane Braig
HEADQUARTERS: Pennypack Park Environmental Center
TELEPHONE: 299-7771
OPERATING YEARS: 1978
GRADES SERVED: K-6
NUMBER OF PUPILS: Approximately 1,200 students were served this year.
PROJECT LOCATION: ___ On-Site, X Off-Site
NO. OF EMPLOYEES: 1 Professional, 0 Paraprofessional, 0 Clerical
FUNDING SOURCE: Title IV-C

Project Description

The program had two components, the Environmental Center and the Mobile Van. The Environmental Center served students in grades K-6 in districts 7 and 8. The program coordinator contacted each school and explained the program to the teachers of each school. Participation in the program was voluntary. Each session at the Environmental Center lasted 90 minutes, 45 minutes in a class lesson and 45 minutes on a field trip through one of the trails in Pennypack Park. The curriculum dealt with one of three programs: community, adaption, or abiotics. The field trip was used to help students learn to use their senses better and to understand how the environment affects the animals in the park. In addition, the park naturalist also participated by explaining the geology of the area and its effects.

The second component, when operational, will involve the use of a 35 foot mobile van. The van will be staffed with a teacher and two aides. They will serve area schools and provide large group activities in environmental education. The van will contain facilities to conduct small experiments and have various resource materials on environmental education available.

Evaluator's Comments and Observations

Observations at the Environmental Center indicated the curriculum was geared to individual grade levels. Students were given an introduction to their environment and how it affected them, as well as other animals. The Mobile Van component was not implemented this year, due to problems in completing the van's internal facilities (e.g., gas burners, electrical wiring). The van will be operational by September 1978.

MAINSTREAMING

ADMINISTRATOR:	William Riggar, Activity Manager
HEADQUARTERS:	Stevens Administrative Center, 13th & Spring Garden Streets
TELEPHONE:	299-7733, 299-7969
PBRS CODE:	20-05-553
STATE CODE:	75453C
OPERATING YEARS:	1976-1978
GRADES SERVED:	7-12
NO. SERVED:	Pupils 200, Teachers 61, Administrators 6, Others 0
NO. OF SCHOOLS:	6
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 2, Clerical ½
CURRENT BUDGET:	$80,000
SERVICE PROVIDED:	The project offers support to the implementation of mainstreaming by providing direct instructional services to mainstreamed Special Education students, consultative services to teachers and administrators, and formal staff development sessions.
EVALUATION TEAM:	Marion Kaplan, Janice Atkins

OBSERVED ACTIVITIES

Project intent and implementation are similiar to those of the Skills Development Center Project (SDC). The objectives and the evaluation designs of the two projects are identical. (These projects have been merged for their third year, 1978-1979.)

The Mainstreaming Project was implemented as intended. Fully equipped resource rooms, staffed by a teacher and an aide were operative in the two participating high schools. Junior high resource rooms were established prior to the project and were funded through the School District's operating budget. Therefore assessment of resource room operation and pupil achievement data for these schools are not part of the evaluation plan. However, junior high school teachers were included in the staff development activities and their evaluation.

During the 1977-1978 school year, the high school resource rooms provided instructional services to 60 students. (The junior high resource rooms served 38 students.) Students were scheduled in the resource rooms for one or more periods per week, as needed. The average number of weekly periods per student was five.

The average daily number of students scheduled to the resource room was 31 at Olney and 12 at Frankford. The number of students in the resource room

during any one period ranged from one to seven. The average at Olney was five, and at Frankford it was two. In addition to formally scheduled instruction, the resource rooms also provided consultative services to mainstreamed students upon request. This was usually short-term help with a specific problem (academic, social, or vocational).

Resource room instruction was individualized and focused upon basic skills. The staffs also instructed students in academic subjects, using adapted materials, when this was necessary to support the student in the mainstream. Evaluators observed that the teacher/aide interacted with one student at a time. The usual procedure was for the students to take their work folders upon entering the room and work on individually prescribed assignments. The teacher and aide circulated among the students and spent between 10 and 20 minutes with an individual. Small-group instruction was not observed; students always worked independently.

The two high schools reported a total of 42 students mainstreamed for academic, shop, or minor subjects. At each location, every special education student was mainstreamed for advisory, health, and physical education.

In addition to direct services to students, the project provided a 12-hour series of staff-development sessions for 36 regular class teachers from the participating schools and for 23 teachers and four administrators from the District's two vocational skills centers, which accept mainstreamed students from Olney and Frankford into their programs. The content of the series was similar to that of the previous year - an overview of PL-94-142, procedures for identifying and placing handicapped students in Philadelphia, an overview of the diagnostic/prescriptive approach to instruction, individualizing instruction, and adapting materials for mildly handicapped students. This year, the format for the series was changed from individual school meetings. After an initial three hour introductory session in December (held in conjunction with the SDC project and a Title 6D funded mainstreaming project), participants had monthly after school meetings, from January through April, in three clusters. The four schools constituted one cluster, and teachers in each skills center met separately. Within the large, four-school cluster, participants were divided into three smaller groups: English/reading teachers, mathematics teachers, social studies/science teachers. Each of these smaller groups was led by a special education teacher with secondary school experience and training in the subject matter. The skills centers sessions were led by a special education job coordinator and an educational evaluator. For all clusters, the resource room teachers were present and served in a consultative/leadership role. (They helped to plan the series along with the project coordinator.)

Although 12 hours were originally scheduled, January and February snowstorms resulted in the cancelling of some sessions. Consequently, sessions for the four-schools cluster totaled 10 hours, and those for the Randolph Skills Center

totaled 11 hours. (Twelve hours were provided for teachers at the Swenson Skills Center.) The average participant attended 78% of his/her scheduled hours. Six participants attended only one session. Twenty-eight attended all sessions.

An important outcome of the training sessions for the skills centers was the development of a system for communicating between feeder schools and the skills centers regarding special education pupils who attend the centers.

ATTAINMENT OF OBJECTIVES

Objective 1: Support services will be provided for mainstreamed special education students at each site, as indicated by the existence of: (a) a resource-room staffed by at least 1 teacher and 1 aide; (b) a supportive child-study team (counselor, resource-room teacher, classroom teacher, and other personnel as needed) which meets regularly; (c) an IEP for each mainstreamed student; and (d) consultative services to subject -teachers from the resource-room teacher.

The objective was attained. A resource room, staffed by a teacher and an aide, was operational at each of the two participating high schools. The services provided by these facilities were described in the Observed Activities section of this report. Resource-room teachers provided at least one consultation to regular teachers for each mainstream pupil. In some cases additional consultations were provided. On the average, the resource room teachers reported spending 20% of their time in consultation.

By the end of the school year, child study evaluation teams (CSETs) had been convened in project schools. These teams were court-mandated for all schools in Philadelphia, and the initiative for their implementation could no longer remain with the resource room model. The major activity for these teams was reassessment and placement of EMR pupils. Although resource room teachers provided information for the teams and participated in some meetings, they were not necessarily core (permanent) members.

IEPs were written for each mainstreamed student, early in the 1977-1978 school year as part of a system-wide effort to provide IEPs for every special education student. Resource-room teachers were instrumental in developing these documents for the students they served.

Objective 2: Mainstreamed students will increase their academic skills to the extent that, at the end of each year, they will have significantly higher ($p<.05$) mean scores than will a comparative group of students enrolled in full-time special education classes, as measured by the Mathematics and Reading subtests of the Peabody Individualized Achievement Tests (PIAT).

It was not feasible to match mainstreamed and non-mainstreamed students on all relevant variables. Consequently, regression analysis was used to explore the relationship between mainstreaming, and the spring, 1978 scores on each of the dependent variables.

The objective was not attained.

PIAT pretests were administered during the fall/winter, 1976 to all special education students who were in attendance at the two high schools. New students were tested in the fall of 1977. Posttesting occurred during the spring of 1978. The special education students of the two schools are rather mobile, and many students whose names are on the school roles do not attend. Consequently, there were few students eligible for inclusion in the analyses, i.e., having both pretest and posttest scores. The numbers of students with pretest only, posttest only, and both pretest and posttest scores are displayed in Table 1, for each subtest.

The number of variables that could be entered in a regression equation was severely limited due to the small number of cases, therefore it was necessary to find the best possible fit to the data as well as to include those variables that were important to the conceptual model regarding the effects of mainstreaming. Preliminary analyses indicated that (1) age was unrelated to the other variables, (2) there were reliable and significant non-linear trends in the relationship of I.Q. with other variables, (3) mainstreaming and prescore were related for mathematics and comprehension. These findings led to the use of a five variable regression equation. It included prescore (linear effects), I.Q. (linear effects), I.Q. (quadratic effects), Main 2 (number of subjects mainstreamed in 1977-1978) and MBOTH (yes/no mainstreamed in 1976-1977 and 1977-1978).

For each subtest, the data were analyzed to see if mainstreaming had a significant effect on the multiple correlation (R^2) of prescore and I.Q. on posttest score. Increments to R^2 were tested for statistical significance by means of F tests. Comparisons of R^2s and the resultant F ratios are presented in Table 2.

The increments to R^2 for mathematics, reading recogntion, and reading comprehension were not significant. Although the results were not statistically significant (most likely because of the small sample size), the direction of the results was consistent with the results of the SDC project for reading. There, mainstreaming was positively related to reading comprehension and unrelated to reading recognition. An apparent relationship with mathematics was not confirmed by SDC project findings.

Tables 3a, 3b, and 3c present pretest and posttest mean scores for each level of mainstreaming on each variable. With one exception, the groups demonstrated gains on both reading subtests. The amount of score change does not appear to be directly related to level of mainstreaming.

Objective 3: Mainstreamed students will increase their academic skills to the extent that 75% of them receive end-of-year ratings from their regular class teachers which are higher than their fall ratings on at least 4 of the specific skills listed on the Mainstreaming Pupil Skill Record.

The objective was not attained. In order to indicate a student's level of functioning in regular class subjects, each of his/her mainstreamed-subject teachers was asked to rate the student, using a scale ranging from 1 (unacceptable) to 5 (extremely high), on each of the skills listed on the Mainstreaming Pupil Skill Record: conceptual thinking, reading, writing, mathematics, and perceptual-motor. Pretest and posttest ratings for each student in each rated subject were compared to determine progress in mainstreamed subjects.

Records submitted by the schools were incomplete. Partial records existed for 42 students. If properly completed records had been submitted for each of the 42 students in all mainstreamed subjects, there would have been 109 pretest and 109 posttest Pupil Skill Records. There were 33 pretest records and 60 posttest records. Both pretest and posttest information was available in 13 instances (nine students).

None of the nine students for whom there were pretest and posttest records demonstrated improvement in at least four skills per rated subject. The largest number of improved skills per subject was two. On six of the 13 records, there was no improvement in any skill.

Analysis of the 60 posttest skill records of 32 students (Table 4) revealed that subject teachers tended to rate mainstreamed students low in most areas. Only in perceptual-motor skills were a majority of the ratings "acceptable" or higher. In conceptual thinking, reading, and mathematics skills, approximately 2/3 of the ratings were borderline or "unacceptable". In writing skills, the proportion of unacceptable or borderline ratings was 75%. Mainstreamed students, as evidenced by teachers' ratings for this group of 32, are functioning at low levels in a number of fundamental skills necessary to most subjects.

Objective 4: Mainstreamed students will develop more positive self-concepts to the extent that, at the end of each year, their mean score on the Piers-Harris Children's Self-Concept Scale will be significantly higher ($p<.05$) than the mean score of a comparative group of students enrolled in full-time special education classes.

Analysis procedures for this objective were changed from matched groups comparison to regression analysis.

The objective was not attained. Administration of Piers-Harris pretests and posttests occurred at the same time as PIAT administrations. All analysis procedures

were similar to those described for Objective 2, and the same variables were entered into the regression equation. Table 3d presents pretest and posttest mean scores for each level of mainstreaming.

Although mainstreaming appeared to be positively related to self-concept, the effect of this variable did not result in a significant increase in the multiple correlation that describes the relationship between posttest attitude [the dependent variable] and pretest and I.Q. [the independent variables]. That is, mainstreaming did not have a statistically significant effect on student attitudes.

Objective 5: Mainstreamed students will improve in social adjustment to the extent that 75% of them receive end-of-year ratings from their regular class teachers which are higher than their fall ratings on at least 8 of the specific skills listed on the Mainstreaming Pupil Behavior Rating Scale.

This objective was not attained. In order to indicate a student's level of social adjustment in the mainstream, each of his/her subject teachers was asked to rate the student, using a scale of 1 (poor) to 4 (excellent) in each of the following areas: attendance, punctuality, work habits, attentiveness, participation, motivation, peer interaction, teacher interaction, and emotional development. Teachers also indicated the student's standing among his/her peers (1 = much below average, 5 = much above average) in each of the nine areas. In order to assess progress during the school year, teachers rated students upon entry into the mainstream class and at the end of the school year.

Records submitted by the schools were incomplete. If completed rating scales had been submitted for all 40 rated students in each of their mainstreamed subjects, there would have been 107 pretest and 107 posttest Pupil Behavior Rating Scales. There were 57 pretest and 60 posttest rating scales submitted. Matching sets of ratings (pretest-posttest) were provided in 18 instances for 11 students. None of the 11 students demonstrated improvement in eight skills per subject. The median number of skills per subject in which ratings improved was three. However, many of the ratings were high at the pretest.

More detailed analysis of the posttest rating scales indicated that most mainstreamed students were rated average or better in social adjustment areas on the individual ratings and when rated in relation to peers.

Objective 6: Teachers who participate in staff development sessions will develop more positive attitudes toward handicapped students as measured by a significant ($p<.05$) pretest to posttest gain in mean score on the Classroom Integration Inventory.

This objective was not attained. The 60-item Classroom Integration Inventory (Haring, N., G. Stern, and W. Cruickshank: Attitudes of Education Toward

Exceptional Children, 1958) was designed to assess teachers' acceptance of handicapped pupils. Teachers indicated the educational setting they considered appropriate for the type of handicap and degree of severity described in each item. Ratings from 0 ("You feel that such a child cannot be handle profitably within the context of regular or special education") to 4 ("You feel you could handle such a student in your regular classroom without any fundamental change in your present procedures") were used. A teacher's score was the sum of his/her ratings for all items. The range of possible scores was from 0 to 240.

This instrument was administered to participants at the first and last staff development sessions. Both pretest and posttest were completed by 27 of the 63 participants. The pretest mean (168) was four points higher than the pretest mean reported by Haring et. al., and it was five points higher than the mean score attained by participants in this project in 1976-1977. The posttest mean (158) was lower than that of the pretest. The decline in score and an unusually high pretest score was found consistently across all three secondary mainstreaming staff development programs. A possible explanation is pretest sensitization. Because of adverse physical conditions at the initial large group sessions for the three projects, administration of the various instruments was delayed until the end of the session. Immediatly before administration there was a very moving presentation by a successful photographer who had been an EMR student. Perhaps the effect of this presentation was evidenced in the pretest scores. Posttest scores were similiar to those obtained in the SDC and Mainstreaming Projects in 1976-1977.

Objective 7: Teachers who participate in staff development sessions will increase their competence in the various mainstreaming instructional skills to the extent that their mean self-ratings on the mainstreaming Inventory of Competencies is significantly higher ($p<.10$) at the end of the series than at the beginning.

This objective was attained. At the first and last staff development sessions, 26 participants rated themselves on each of 41 skills listed on the Mainstreaming Inventory of Competencies. They used a rating scale ranging from 1 (no knowledge) to 4 (better than average knowledge). An individual's score was the sum of his ratings for all items. Possible scores ranged from 41 to 164.

The 47-point difference between the pretest mean ($X=56$, s.d.$=22.0$) and the posttest mean ($X=102$, s.d.$=23.6$) was statistically significant. ($t=5.15, p<.005$). This indicated that the staff-development component was successful in attaining its goal; the teachers' average rating of their competence increased from "little knowledge" of the skills to better than "average knowledge" of them.

IMPACT

The Mainstreaming project was implemented at all sites. The two high schools reported the mainstreaming of 42 students. Resource rooms provided individualized

instruction in basic skills to mainstreamed students, and the resource-room teachers provided consultative services to the students' teachers. As part of School District system-wide efforts, IEPs were written for all mainstreamed students, and CSETs were implemented in all schools. Resource-room teachers are not designated core members of CSETs.

The staff-development component was similar to last year's in content and intent. All schools met together. Sessions were not well attended. Results of pre- and post-assessment indicated that the project was successful in increasing the participants' perceived levels of knowledge of various mainstreaming skills, but it was not successful in changing their attitudes toward handicapped students.

The objective regarding students' self-concept was not attained. However, most pupils, regardless of mainstreaming status, demonstrated gains in score.

Mainstreamed students tended to be rated average on social adjustment skills by their regular education teachers. These ratings did not improve enough to meet the criterion.

Objectives regarding academic achievement were not attained. Ratings of mainstreamed students' skills by regular class teacher were low and did not increase over the year. These ratings indicated that the students still lack adequate reading, writing, mathematics, and perceptual skills.

The project's major success appears to be in implementation with students. Support is being provided via the resource rooms so that mainstreamed students are able to be maintained in the regular education stream despite their low skill levels.

TABLE 1

PROPORTIONS OF 130 SPECIAL EDUCATION STUDENTS IN MAINSTREAMING PROJECT SCHOOLS WITH SCORES ON THE DEPENDENT VARIABLES, 1977-1978

TEST	STUDENTS WITH			
	NO SCORES	PRESCORES ONLY	POST SCORES ONLY	BOTH SCORES
Reading Comprehension	48 (37%)	25 (19%)	35 (27%)	22 (17%)
Reading Recognition	44 (34%)	24 (18%)	26 (20%)	36 (28%)
Mathematics	44 (34%)	26 (20%)	24 (18%)	36 (28%)
Piers - Harris	46 (35%)	22 (17%)	31 (24%)	31 (24%)

TABLE 2

COMPARISON OF R^2s WITH AND WITHOUT MAINSTREAMING WHEN THE MAINSTREAMING VARIABLES ARE ADDED TO THE REGRESSION EQUATION MAINSTREAMING PROJECT, 1977-1978

VARIABLE	NUMBER OF CASES	R^2 WITH MAINSTREAMING	R^2 WITHOUT MAINSTREAMING	DIFFERENCE	DEGREES OF FREEDOM	F*
Mathematics	36	.494397	.358615	.135782	7,25	.959
Comprehension	22	.844262	.645116	.199146	6,12	2.558
Recognition	36	.668953	.655809	.013144	7,25	.1424
Piers - Harris	31	.367430	.228923	.138507	6,21	.766

*None of the tabled F ratios was statistically significant at the .05 level

TABLE 3a

MAINSTREAMING PROJECT STUDENTS' MEAN PRETEST AND POSTTEST PIAT MATHEMATICS SUBTEST SCORES FOR EACH LEVEL OF MAINSTREAMING - SPRING, 1978

NUMBER OF MAINSTREAMED SUBJECTS	NUMBER OF STUDENTS	PRETEST MEAN		POSTTEST MEAN	
		RAW SCORE	G.E.	RAW SCORE	G.E.
7	1	43.00	4.6	39.00	3.8
6	3	47.67	6.4	44.00	4.9
5	8	43.75	4.9	48.88	6.7
4	5	38.80	3.8	45.60	5.7
3	2	36.50	3.4	39.00	3.8
2	0	-	-	-	-
1	1	44.00	4.9	41.00	4.2
0	16	34.50	3.3	35.56	3.3

TABLE 3b

MAINSTREAMING PROJECT STUDENTS' MEAN PRETEST AND POSTTEST PIAT READING RECOGNITION SUBTEST SCORES FOR EACH LEVEL OF MAINSTREAMING - SPRING, 1978

		PRETEST MEAN		POSTTEST MEAN	
NUMBER OF MAINSTREAMED SUBJECTS	NUMBER OF STUDENTS	RAW SCORE	G.E.	RAW SCORE	G.E.
7	1	26.00	2.4	27.00	2.6
6	3	37.00	3.5	40.75	4.5
5	7	39.71	4.0	45.00	5.2
4	4	37.75	3.7	40.75	4.5
3	2	28.00	2.6	32.50	3.1
2	0	-	-	-	-
1	1	29.00	3.0	29.00	3.0
0	18	33.72	3.6	36.39	3.9

TABLE 3c

MAINSTREAMING PROJECT STUDENTS' MEAN PRETEST AND POSTTEST PIAT READING COMPREHENSION SUBTEST SCORES FOR EACH LEVEL OF MAINSTREAMING - SPRING, 1978

NUMBER OF MAINSTREAMED SUBJECTS	NUMBER OF STUDENTS	PRETEST MEAN		POSTTEST MEAN	
		RAW SCORE	G.E.	RAW SCORE	G.E.
7	0	-	-	-	-
6	3	34.00	3.6	46.67	6.0
5	3	39.67	4.4	40.67	4.5
4	1	47.00	6.0	49.00	6.5
3	2	21.50	2.1	32.50	3.4
2	0	-	-	-	-
1	1	29.00	3.1	29.00	3.1
0	12	30.92	4.4	34.25	3.6

TABLE 3d

MAINSTREAMING PROJECT STUDENTS' MEAN PRETEST AND POSTTEST PIERS-HARRIS CHILDRENS' SELF-CONCEPT SCALE FOR EACH LEVEL OF MAINSTREAMING - SPRING, 1978

NUMBER OF MAINSTREAMED SUBJECTS	NUMBER OF STUDENTS	PRETEST MEAN	POSTTEST MEAN
7	0	-	-
6	3	20.17	55.33
5	3	28.83	53.50
4	1	53.00	40.00
3	2	32.25	46.00
2	0	-	-
1	1	23.00	59.00
0	21	38.36	52.69

TABLE 4

SUBJECT TEACHERS RATING OF 32 MAINSTREAMED STUDENTS' SKILLS
ON THE MAINSTREAMING PUPIL ACADEMIC SKILL RECORD
SPRING, 1978

Rating	Conceptual Thinking Skills	Reading Skills	Writing Skills	Mathematics Skills	Perceptual Motor Skills
5 (High)	0	1 (2%)	0	0	3 (6%)
4	6 (10%)	1 (2%)	4 (8%)	4 (10%)	5 (9%)
5 (Acceptable)	16 (27%)	19 (35%)	9 (17%)	11 (28%)	22 (42%)
2	27 (45%)	24 (44%)	24 (45%)	16 (40%)	17 (32%)
1 (Unacceptable)	11 (18%)	9 (17%)	16 (30%)	9 (22%)	6 (11%)
TOTAL	60 (100%)	54 (100%)	53 (100%)	40 (100%)	53 (100%)

45

MERIT

ADMINISTRATOR:	Hilda K. Carr
HEADQUARTERS:	5th and Luzerne Streets
TELEPHONE:	228-3204
PBRS CODE:	20-06-888
STATE CODE:	76508C
OPERATING YEARS:	1976-1978
GRADES SERVED:	K-12
NO. SERVED:	Pupils 30,789, Teachers 2,780 Administrators 121, Others 345
NO. OF SCHOOLS:	35
NO. OF EMPLOYEES:	Professional 7, Paraprofessional 0, Clerical 2
CURRENT BUDGET:	$207,080
SERVICE PROVIDED:	Reading specialists help secondary, elementary and kindergarten personnel to develop and/or improve comprehensive, coordinated reading programs. Consultation and staff-development services are provided to administrators upon request.
EVALUATION TEAM:	Robert N. Sebastian, Ethel Karan Goldberg

OBSERVED ACTIVITIES

The project's planned mode of operation in its three components was fully implemented.

Secondary Component

The secondary component operated as planned during the school year. The two MERIT staff members provided extensive reading program consultation to principals, department heads, studies directors, and faculty members in 10 participating high schools. Consultants helped school staff plan and carry out comprehensive, multi-disciplinary reading programs suited to pupils' needs. Programs were designed to focus most directly on the lowest-achieving freshman (grade 9) classes.

Elementary Component

During this school year the elementary component operated according to its planned schedule. Seven hundred forty teachers at 35 elementary schools were visited by five MERIT consultants. The consultants tailored appropriate reading activities to enhance and reinforce the reading skills of pupils in each school. Principals', coordinators', and teachers' assessments of the levels of reading needs were used as the bases for all program planning. To enrich participants'

repertoires of teaching skills, MERIT consultants conducted 24 staff-development workshops. Follow-up included the provision of information and curriculum materials to meet the varying needs of classes in project schools.

Kindergarten Component

The kindergarten component was implemented according to its planned method of operation. One MERIT consultant visited 24 kindergarten and pre-first-grade teachers in 22 schools on a regular basis. MERIT staffers conducted a series of seven workshops on the creative use of reading readiness techniques. Special emphasis was also put on teachers' learning to administer, score, and interpret the Santa Clara Inventory of Developmental Tasks. Consultants also provided ongoing support to teachers through classroom observations, demonstrations, and individual conferences.

ATTAINMENT OF OBJECTIVES

Secondary Component

Objective 1. Reading programs in participating high schools will be improved to the extent that, by the end of the 1977-1978 school year, the following percentages of the schools will have implemented a comprehensive program (as documented in project records). This will be indicated by the existence of:

- *a designated person, persons, or committee functioning in a leadership role within the school reading program in 100% of the schools.*
- *rostered time for reading instruction tailored to individual student needs in 75% of the schools.*
- *a system for monitoring individual student progress based on skill mastery in 40% of the schools, and*
- *sufficient materials and designated space for reading instruction in 75% of the schools.*

The objective was attained. MERIT staff indicated the following in periodic Secondary School Program Status Reports:

All ten schools (100%) had succeeded in choosing a faculty member or committee to direct and/or coordinate the school reading program. Committees were composed of volunteer members, coming mainly from the English and social studies departments.

Eighty percent of the schools, or 8 schools of the total, surveyed the reading needs of individual students before rostering time for reading instruction. The

lowest-achieving pupils needing the most help received the majority of reading instructional time.

Forty percent (four) of the schools had created an efficient system for monitoring individual student progress. The system was based on individual pupil folders including diagnostic reading test results and problem solving test scores.

Eight schools (80%) had acquired enough instructional materials and designated enough appropriate space for comprehensive reading instruction. MERIT staffers extensively surveyed and analyzed the levels of pupil achievement before selecting instructional materials to fit pupils' needs.

Objective 2. High school reading teachers who participated in the Summer Institute will demonstrate their knowledge of reading instruction to the extent that during the school year 1977-1978, 75% of them are observed implementing procedures presented in the summer institute.

This objective was attained. In the late spring a sample of five of 11 teachers who participated in the summer institute were observed by evaluators using the Secondary Observational checklist. The checklist describes teaching behaviors such as reading problem diagnosis, remedial teaching techniques, classroom management and use of appropriate reading materials. One hundred per cent of the teachers exceeded the mastery criterion score of 28, achieving an average score of 32 thus indicating that the participants were engaging in the techniques that were taught in the Summer Institute.

Elementary Component

Objective 3. The reading programs in participating elementary schools will be improved to the extent that, by the end of the 1977-1978 school year, the following percentages of the schools will have implemented a continuous progress program in reading (as documented in project reports). This will be indicated by the existence of :

- *in 100% of the schools a designated person, persons, or committee will function in a leadership role within the school reading program.*
- *there will be flexible grouping of students by instructional level in 70% of the schools,*
- *a system for monitoring individual student progress based on skill mastery will exist in 90% of the schools, and*
- *a system of record keeping will exist in 75% of the schools.*

This objective was attained. The Elementary School Status Reports, which were filed periodically with the evaluators by the elementary school consultants, indicated the following:

In all 35 schools, the faculty members had selected a leader or leadership committee to plan the school reading program. These committees, usually multi-disciplinary, also directed the implementation and operation of the comprehensive reading programs.

Over 75 percent (27) of the schools had flexibly grouped students by instructional level.

These groups were based on the results of scores achieved by pupils given a battery of reading diagnostic instruments (as well as on teacher judgments).

Thirty-four (over 95%) of the schools had developed a system for monitoring individual student progress. These systems were based on the mastery of reading skills of each student.

Over 75% (27) of the schools had developed an organized system of reading progress record keeping. MERIT consultants aided school staffs in developing record keeping systems which were both complete and organized.

Objective 3. Teachers in participating elementary schools will increase their familiarity with reading instructional techniques and materials. This will be demonstrated to the extent that, during the project year, the MERIT Project staff will provide at least 2,500 individual and group teacher and administrator service contacts (as documented in project records) in the areas of reading approaches, diagnosis and prescription, Independent activities, and reading lesson organization and management.

This objective was attained. Project staff indicated in Contact Frequency Reports submitted every two months that they completed 3,639 individual and group, teacher and administrator service contacts from October to April. Contacts were in the designated areas of varied approaches to teaching reading, diagnosis of and prescription for remediation of reading difficulties, creation of independent learning activities, and organization and management of reading lessons.

Objective 4. Teachers (Grades 1-8) new to the MERIT Project will improve their instructional skills so that they are able to: (a) use a variety of reading approaches where appropriate, (b) diagnose and prescribe for individual pupil needs, (c) provide useful, related and varied activities for extending children's

listening and language skills, and (d) organize and manage their classroom reading program effectively to the extent that, on the average, participating teachers will demonstrate specific levels of assimilation of the above sections as measured by the MERIT Observational System.

This objective was attained. Selected new teachers who received priority MERIT service were visited by evaluators during the late spring. Referrals for priority service were based on diagnostic assessments made by consultants in participating teachers' classrooms. Using the MERIT (Elementary) Observational Scale (MOS), evaluators observed a sample of 13 of 20 high priority teachers on their assimilation of the special reading instructional techniques emphasized by the project. The sampled teachers achieved an average score of 34 on the MOS, exceeding the mastery criterion score of 28 by 6 points.

Kindergarten Component

Objective 5: Kindergarten teachers receiving MERIT services will improve their instructional skills so that they are able to: (a) diagnose and prescribe for individual pupil reading-readiness needs, (b) provide useful and varied activities for extending children's listening and language skills, and (c) organize and manage their classroom readiness programs. It is expected that for 75% of the teachers receiving full service, the average posttest score will exceed the average pretest score on the MERIT Kindergarten Observational Scale (KOS).

This objective was attained. Seven of eight kindergarten teachers receiving full MERIT services were observed in the fall and again in the spring. In 100% of the cases, the teacher's posttest score exceeded the pretest score on the KOS. The average posttest score (35) exceeded the average pretest score (7) by 28 points.

IMPACT

The intended modes of operation were fully implemented in the MERIT project's three components: secondary, elementary, and kindergarten. Ten secondary and 35 elementary schools, including 24 kindergartens, were serviced by eight MERIT reading specialists. Through a variety of workshops as well as observations, demonstrations, and conferences in the classrooms of participating teachers, MERIT staffers carried out a full program of inservice training. Working with school administrators and faculties, they also were instrumental in the development and implementation of comprehensive school reading programs.

Specially designed workshops aimed at training kindergarten teachers to enhance pupils' reading readiness skills were conducted by Merit kindergarten specialists. Other kindergarten teacher training methods included cluster meetings and individual classroom observations and demonstrations.

Secondary School and Elementary School Status Report Forms indicated schools serviced by MERIT consultants had almost completely organized comprehensive reading programs. The reading programs were based on the needs of individual students and were structured to promote continuous reinforcement of progress.

Systematic observation of the classroom behaviors of a sample of teachers who had participated in the MERIT project's Summer Reading Institute were carried out in the spring. One hundred per cent of the teachers observed demonstrated the effective use of the specialized teaching procedures presented in the Summer Institute.

Contact Frequency Reports showed the MERIT staff had provided more than 3,639 individual and group, teacher and administrator service contacts to elementary school personnel in the areas of reading approaches, diagnosis and prescription, independent activities, and reading lesson organization and management.

Observational checklist data indicated the MERIT project was successful in helping new elementary school teachers significantly improve their reading instructional skills. Teachers were better able to vary their use of reading approaches, diagnose and prescribe for individual pupil reading needs, provide a variety of useful activities for extending children's listening and language skills, and organize and manage their classroom reading programs effectively.

In kindergarten classrooms, evaluators observed teachers' successfully applying MERIT staff suggestions on utilizing new techniques of reading instruction. More specifically, teachers were better able to diagnose and prescribe for reading readiness needs, originate activities to extend pupils' listening and language skills, and organize and manage their classroom readiness programs. At all levels, the MERIT project was successful in meeting its goals and in promoting positive changes in teaching behavior exhibited by project participants.

PERFORMING ARTS

ADMINISTRATOR:	Rebecca Segal
HEADQUARTERS:	School Administration Building, 21st Street South of the Parkway, Room 318, Phila., PA 19103
PBRS CODE:	20-04-557
STATE CODE:	76511C
OPERATING YEARS:	1976-1978
GRADES SERVED:	1 through 12
NO. SERVED:	48,000 students
NO. OF SCHOOLS:	61
NO. OF EMPLOYEES:	0
CURRENT BUDGET:	$60,600
SERVICE PROVIDED:	The opportunity for Philadelphia public and non-public school students to experience live performances of dance, music, and drama.
EVALUATION TEAM:	William E. Loue III, Lisbeth Sklar*

OBSERVED ACTIVITIES

The Performing Arts project (PA) was fully implemented according to its intended mode of operation. Organized as an informal coalition of three diverse components (Young Audiences, Inc., Philadelphia Civic Ballet Co., and Theatre in the Classroom), the project provided music, dance, and theatre programs to public and non-public school students.

Young Audiences. The Young Audiences component served twelve (12) schools, including two (2) parochial schools and two (2) schools for special education students. Each school received an intensity series that included a wide range of ensembles such as string, brass, percussion, woodwind, jazz, and opera groups, as well as occasional presentations in the art of ethnic dance.

During the 1977-1978 project year, a workshop format was favored. This format encouraged student dialogue with the performers and active physical participation. The workshops were conducted for two (2) core groups in each school. The workshop format was occasionally altered when needs of a particular school indicated such a change would be beneficial.

In general, participating students for Young Audiences' presentations were from the fourth through seventh grades. Again, this range of grades was occasionally expanded by schools to tailor the program to their particular needs. In all, project records indicated that approximately 1,900 students and their teachers participated in the programs.

The Young Audiences' Project Director conducted preparatory meetings with each school principal in order to explain the series, determine the schedule, and discuss the selection of student and teacher participants. Teachers received preparatory materials for classroom use and program evaluation forms for reporting to the Young Audiences office at the close of each series. The Young Audiences Artistic Director met with the teachers and librarian of each school. Emphasis was placed on the value of integrating the program content into the regular classroom curriculum. The Artistic Director conferred with the librarian to select related materials for prominent display in the library during the series for utilization as a resource.

Members of the Young Audiences' Concert Coverage Committee monitored the complete series at two schools. They reported a high level of performance quality and student response. In addition, the leaders of the ensembles filed reports on their experiences at the schools. Most of their reports indicated that schools were generally prepared with the proper equipment and space for their programs, that teachers and administrators were cooperative and enthusiastic, and that students were responsive. Only at one school did leaders report difficulties with discipline and a general lack of cooperation. The project director reported that many children who participated in the Young Audiences Program wrote letters to the project expressing their great interest. Letters were also received from teachers and principals expressing enthusiasm about the services and the many ways the programs could be used to stimulate related classroom activities.

Civic Ballet. The Philadelphia Civic Ballet Company component consisted of a contingent of four to five dancers, a technician, and the narrator/moderator. The basic presentation, called "Dance, the Language of Movement" was performed in 32 public and 13 non-public schools. Founded on the concept of self-expression through both formal and free use of the body, the program strives to provide an appreciation for the power of movement in aiding communication and self-expression. In the process, the dancers employed choreographic materials in a variety of dance idioms as well as spontaneous, improvised free movement. In this conception, movement is regarded not as an abstract art form, but rather as a rich set of resources for communicating the needs, aspirations, and intense feelings of the individual.

Each Civic Ballet presentation was preceded by communication with spokespersons for the intended audience. The purpose of this pre-planning was to insure that the program related directly to the ages, lifestyles, perceptions, or special needs of the intended viewers. During the presentation, the narrator engaged the audience to determine if further modifications were appropriate and adjusted the presentation to the moods and unanticipated needs of the audiences. Shortly after each presentation there was a follow-up communication with representatives of the audience to assess the effectiveness of the program. The length

of the presentation was generally 45 minutes. Additional time was alloted for a question-and-answer period if the administration requested it.

Although the Philadelphia Civic Ballet Company suffered a great loss in the spring due to a fire which destroyed the company's costumes, technical equipment and records, they did manage to fulfill all their scheduled obligations.

Theatre in the Classroom. The Theatre in the Classroom component provided each of the four (4) participating high schools with drama series subscriptions presented by the Drama Guild and the Annenberg Theatre. Principals of each participating high school received a written brief that described the project, suggested criteria for the selection of teachers and students, and guidelines for requisitioning buses for theatre trips. Information describing the methods used to distribute tickets to students within the four schools was not available.

In preparation for each play the project provided participating schools with copies of the script. It was suggested that teachers and students study the scripts in class prior to attending the performance, perhaps even researching appropriate historical and political background information. After seeing the presentation it was suggested that classes evaluate the play, utilizing discussion and the writing of critical essays. The degree to which teachers followed this suggested format could not be determined from project records.

ATTAINMENT OF OBJECTIVES

Objective 1. Guest artists from Young Audiences, Inc. will make presentations in ten public and nonpublic elementary schools and conduct intensity workshops and demonstrations with core groups of selected students, as indicated by project records.

The objective was fully attained.

The Young Audiences component served ten (10) schools including two (2) parochial schools. Each school received an intensity series of six related musical programs featuring guest artists. Two presentations of each program were made during each visit. Most of the programs followed a workshop format and were presented to core groups of about sixty (60) students with two core groups selected in each school.

A complete schedule of all performances was forwarded to the evaluation team who monitored a randomly selected number of programs. The evaluators observed that limited group size (up to 4 classes) and informal settings (classrooms or libraries) personalized the program, allowed for greater participation by the students, and maximized the impact on those involved.

Objective 2: A composer's workshop of four days duration will be presented at two schools for handicapped children by Young Audiences, Inc. as documented by project records.

This objective was considered attained.

Two schools, Muhr and Brooks, participated in this special education component. Upon special request of the schools, the two classes received the intensity workshop series of six musical presentations instead of the composer's workshop. Project records indicated that the core groups were limited in number. Brooks had 24 students in each workshop, and Muhr had 30.

Objective 3. Six hundred and sixty-three high school students enrolled at Martin Luther King, George Washington, Overbrook, and Bartram will attend two drama series, including four plays at Anneberg Theater and three plays presented by the Drama Guild, as indicated by project records.

Attainment of this objective could not be determined because project records did not specify the exact number of students attending the subscribed performances. The available records indicate that the Theatre in the Classroom component provided each of the four participating high schools with eighty (80) subscriptions to the Drama Guild (a series of three plays) and eighty (80) subscriptions to the Anneberg Theatre (a series of four plays). The actual number of students attending the performances could not be determined from the project records.

Objective 4. The Philadelphia Civic Ballet Company will make a minimum of 38 presentations of "Dance, the Language of Movement" to students enrolled in junior high schools, middle schools, or upper elementary grades of nonpublic schools, as indicated by project records.

This objective was fully attained. Members of the Philadelphia Civic Ballet Company performed for students in the middle grades (6-9) at forty-five (45) schools (32 public and 13 non-public).

The evaluation team witnessed student and faculty enthusiasm for the dance programs at selected performances. In an informal telephone survey conducted by the evaluation team, principals who received the Civic Ballet program expressed satisfaction with the program and a desire for a return performance next year.

Objective 5: Eighty percent of the participating students in each of the three components will indicate satisfaction with the presentations and the new concepts or knowledge they gained as measured by responses to the Performing Arts Questionnaire.

This objective was considered attained. Two comparable questionnaires were distributed to a sample of students in each component. Students participating in the Young Audiences and Philadelphia Civic Ballet components were administered the Performing Arts Questionnaire, while the Theatre in the Classroom Questionnaire was distributed to all students attending performances of one randomly selected play. Completed questionnaires were received from two components. The Philadelphia Civic Ballet Company questionnaires were lost in a fire.

Completed questionnaires were received from 202 Young Audiences participants. When asked if they found the presentation interesting, 74% said it was "very" interesting, 22% said it was "sort of" interesting, and only 4% thought it was "not very" interesting. When asked if they found the information in the presentation to be useful, 43% said "very", 43% said "sort of" and 14% said "not really." And when asked if they were glad they came to the presentation, 86% said "very," 12% said "sort of" and 2% said "no". The written comments volunteered by the students were enthusiastic.

Ninety (90) students completed the Theatre in the Classroom Questionnaire. Most of these students (88%) reported that this was not their first live theatre experience. When asked if the theatre experience was pleasurable, 73% said "very" and 27% said "occasionally." In response to whether the drama experience broadened their perspective, academically and culturally, 37% said "very," 49% said "occasionally" and 12% said "not very." When asked if the plays were relevant to their life, 18% said "very," 61% said "occassionally," and 21% said "not very." Although many students did not report finding immediate relevance in all of the plays, their written comments explaining this response generally indicated an ability to see value in the plays and enjoy them even if they did not directly relate to their lives.

IMPACT

The project was fully implemented according to its intended mode of operation. The three components of the project, Young Audiences, Inc., The Philadelphia Civic Ballet, and Theatre in the Classroom, provided extensive performing arts experiences throughout the school year for students on all grade levels.

All of the programs were implemented as planned. A fire at the Civic Ballet headquarters destroyed the company's costumes, technical equipment and records, but they managed to fulfill their scheduled school performances. Student responses to the Performing Arts questionnaires indicated their satisfaction with the presentations and the new knowledge they gained.

EVALUATORS' COMMENTS

Although the Theatre in the Classroom component provided tickets and materials to the participating high schools as planned, the evaluation team was not

able to determine how the tickets were distributed to students, the extent of ticket utilization, and the frequency of student attendance at all performances. Further, the evaluation team is interested in the extent to which teachers participating in all three components utilize the materials provided by the project and implement project suggestions for follow-up activities with students. In order to make a more precise determination of implementation in the future, forms have been developed to monitor attendance and preparation/follow-up activites in each of the three components.

PREPARATORY SEVEN

ADMINISTRATOR: James Peters/Mervin Krimins/Larry Aniloff
HEADQUARTERS: Frankford and Olney High School, 6901 Rising Sun Avenue
TELEPHONE: PI 5-7021
OPERATING YEARS: 1978
GRADES SERVED: 9-12
NUMBER OF PUPILS: 100
PROJECT LOCATION: ___ On-Site, X Off-Site
NO. OF EMPLOYEES: 8 Professional, 2 Paraprofessional, 1 Clerical
FUNDING SOURCE: Title IV-C

Project Description

Preparatory Seven (Prep 7) offered 100 students a racially balanced program (55% white and 45% black) which stressed basic skills development. The curriculum offered a variety of courses including algebra, biology, ethnic studies, French, and SAT prep courses. The class schedule ran from 8:10 a.m. to 1:10 p.m. (lunch was not offered at the program). Prep 7 had a small class size with no more than 20 students per class. The program also offered a community involvement component with students working at the Moore School and at Jeanes Hospital.

Preparatory 7 began on March 15, 1978, therefore data on program achievement was not available. Records kept by the program coordinator indicated attendance over the first two months was 86%. Observations indicated that the instruction tended to be traditional. The small class size, however, allowed more teacher/student interaction. Overall, the program seemed to be fully operational.

SCHOOL FOR ALL AGES

ADMINISTRATOR:	Norman Newberg Frances Schwartz, Principal, Logan, 11th and Rockland Sts. DA 9-6666
HEADQUARTERS:	School Administration Building, 21st Street South of the Parkway, Room 323, Philadelphia, PA 19103
TELEPHONE:	299-7776
PBRS CODE:	20-18-952
STATE CODE:	76507C
OPERATING YEARS:	1974-1978
GRADES SERVED:	K-12 and adults
NO. SERVED:	Pupils 165, Teachers 10, Administrators 2, Others 27
NO. OF SCHOOLS:	1
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 8, Clerical 0
CURRENT BUDGET:	$125,000
SERVICE PROVIDED:	Promotes the integration of pupils of different ages in one public school and encourages more appropriate uses of cooperative, competitive, individualistic, and dependent learning modes.
EVALUATION TEAM:	William E. Loue III, Judith Green, Lisbeth Sklar

OBSERVED ACTIVITIES

The 1977-1978 school year was a year of both many frustrations and numerous successes for the School for All Ages. The project's intended mode of operation was considered fully implemented even though certain events tended to complicate the implementation process. This section of the final report is organized around a number of topics, each labeled with a paragraph subheading.

Budget Crisis and Site Problem. The School District's financial crisis during the spring of the 1976-1977 school year led to an administrative decision to close permanently both schools (Logan and Northern Liberties) in the interest of saving money. An intensive and extensive response by parents, teachers, and students from the Logan school encouraged a reconsideration of the decision to close and, subsequently, led to the reinstatement of the Logan SFAA for the 1977-1978 school year. Unfortunately, additional problems regarding the lease of the church facility in which the school had been housed forced a decision to relocate at a new site. A new site was identified approximately four blocks from the original site. However, delays in the acceptance of the lease by the Board of Education forced a delay in the actual opening of the school until mid-October. The loss of six weeks of actual school time forced many of the school's former students who had comfortably settled into a new school routine to remain in their new location. Consequently, the school's enrollment as of October 11, 1978 included only 67

students and 29 adults. This represented approximately one-half of the expected enrollment for the opening of school. It should be noted that 5 of the 29 adults were from the Northern Liberties school. These adults were apparently committed to their goal of attaining a high school diploma and willing to travel the additional distance to participate.

Principal. The school received its first appointed principal during the 1977-1978 school year. During the previous three years of the project, each school was administered by a Coordinator financed by the Title 4C grant. The scheduled decrease in federal funding forced the elimination of the Coordinator's position and the subsequent appointment of a School District financed principal. The new principal appeared to understand the rationale and philosophy of the project and expressed support for its continued implementation. However, it should be noted that the new principal's philosophy of administration differed from that of predecessors. The new principal's more traditional experiences and more structured expectations introduced some changes in the school's daily operation. Initially, these changes appeared to cause some discomfort with some members of the staff. However, by November, observations revealed a high level of task orientation in all groups, efficient transitions between classes and/or activities, extensive adult student involvement, more large and small group activities as opposed to individualized activities, and, in general, positive feelings of students toward school activities.

Supplies, Equipment, Heat. When the schools were forced to close at the end of the 1976-1977 school year all supplies and equipment were placed in School District storage facilities. For unknown reasons this stored material was missing when the school year began. Until emergency supplies were acquired, the school attempted to operate with minimal materials. Even the school secretary worked without a typewriter for an extended period of time.

Compounding these difficulties was a cold weather period and an inoperative heating plant. Students and staff were forced to wear heavy coats during class. Early school dismissal was a daily happening during the first week.

Enrollment Crisis. Another cirsis occurred at mid-year when the School District demanded that the school's enrollment match that of the previous year (165) or the school would lose teachers. This necessitated the recruitment of at least 45 new students in a three-week period of time. With a vigorous effort from teachers, students, and the principal, and expressed support of the local District administration, the enrollment was raised to a satisfactory level and all staff members were retained. It sould be emphasized that the adult students are not formally recognized as regular students in computing enrollment records.

Staff Development. During the school year, the SFAA staff received 32.5 hours of staff development dealing with such topics as expectations, cooperative

classroom structures, adult learners, blocks to learning, cross-age time, student responsibility, and the overall adult program. In addition a series of sessions (12 hours total) was devoted to mastery learning for three current SFAA teachers and four former teachers from the Northern Liberties site.

Cross-Age Learning (CAL). The special 45-minute period each day designated as cross-age learning time (formerly labeled family group or community group) has been a difficult and challenging time for the SFAA staff since the project's inception four years ago. The task of implementing appropriate, interesting, and challenging activities for a group of approximately 30 students ranging from kindergarten through high school and including the adult students has been difficult and frustrating. The activities which have been attempted ranged from structured learning (social studies - Man: A Course of Study) to self-selected game playing. During the current school year, all of the teachers seemed more skillful in working with the mixed-age groups. They also appeared more confident and inventive in selecting appropriate activities. During the initial months, teachers selected theme activities, special school-wide events, and crafts. After the holidays, the format shifted to an interest group format (drama, string-art, crafts, sewing) for three days; a school assembly (planned and conducted by one CAL group) for one day; and an appropriate reading activity (SSR) for one day. Because the interest group activities required materials, funds were allocated for the acquisition of additional educational supplies. Overall, CAL time appeared very productive with enthusiastic participation, more cross-age interaction than in previous years, increased adult student participation and leadership, and less teacher frustration.

Learning Modes. One of the overall goals of the project from the very beginning has been the task of providing an appropriate balance of the four learning modes: cooperative, competitive, dependent, and independent. In order to attain this balance during the 1977-1978 school year, the project staff focused on the cooperative behavior of students (1) by developing and implementing structures which required cooperation and (2) by working on helping students develop the prerequisite skills for cooperation. The results of the last two years of evaluation revealed (1) that teachers were structuring their classrooms to allow and encourage cooperative learning behavior and (2) that, when options were allowed, students would generally choose independent or dependent behaviors in order to accomplish designated learning tasks.

Throughout the year it became evident that many SFAA teachers were attempting to require cooperation in the learning of academic content but not at the expense of losing the balance of all four modes. This has been a difficult task and although a great deal has been accomplished and learned the ultimate goal has not been attained.

Mastery Learning. The concept of mastery learning was the focus of an intensive training effort because of its positive relationship with the learning modes.

Mastery learning is an educational philosophy and methodology first articulated by Benjamin Bloom which holds that the educational bell-shaped curve is obsolete. Given a sufficient amount of time and a variety of teaching styles, 95% of all students can learn standard school curriculum to a level of excellence. The emphasis on non-competitive reward structures and the stress on learning alternatives seemed advantageous to the operation of SFAA. Although the effort was experimental in nature, the project staff reported progress (1) in understanding the theory, (2) classroom implementation, (3) production of sample units, (4) selling the idea at the supervisory level (presentation to the Districts' Reading Office and the administrators in the office of Curriculum and Instruction), and (5) in having collaborative efforts with other offices (Social Studies, Mathematics, Afro-American Education).

Dissemination. The project was awarded a developer/demonstrator grant for dissemination of the project's philosophy and operation during the 1977-1978 school year. The project's success with this additional funding is highlighted in the discussion of the attainment of Objective 4. It should be noted, however, that the future success of any effort to allow adults to attend public schools with regular students as part of the normal school day and to acquire the diploma which may have eluded them in the past is dependent upon a reconsideration by the State to count these adults in the subsidy formula for reimbursement to local districts. Presently, these adults are not recognized as regular students. Consequently, these adults are an additional burden to already shrinking funds for materials, supplies, and class-size quotas.

Desegregation. SFAA established itself as a model for racial integration and petitioned the School District for recognition as a magnet school. The population of the school consisted of 65% Black students and 35% others. Enrollment has always been voluntary. Consequently, parents have been willing to withdraw their children from public and parochial schools to send them to SFAA.

Adult Students and Senior Class. During the 1977-1978 school year, four adults graduated from SFAA. Since the project's inception in February, 1975, 14 adults have received high school diplomas while 5 have received GED's. In addition, the school's first senior class graduated four of its members.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1977-1978 school year, SFAA students will experience a variety of methods and procedures which encourage cross-age interaction to the extent that at least 50% of student's scheduled weekly experiences will involve the following: (a) students with a grade level range of at least five grades, (b) a class with at least one adult student, (c) community group, (d) interest groups, (e) some scheduled service periods, (f) tutoring sessions, where structured pairings of tutors and tutees have a minimum three-year age difference,

or (g) other times, such as lunch period, when the age range of participants is at least five years and/or where teachers have structured cross-age activities involving an age range of at least three years.

This objective was fully attained. The written schedules of daily/weekly experiences were collected and reviewed twice during the school year. Each recorded activity was compared with the minimum criteria specified in the objective and subsequently classified as cross-aged or not-cross-aged. Many of the activities which satisfied the criteria were validated through classroom observations.

The results revealed that during both the fall and spring reviews, 72% of the scheduled experiences were designed to encourage cross-age interaction. This percentage surpassed the minimum expectation of 50%.

Objective 2. Between the February 1977 and the February 1978 administrations of the California Achievement Tests, the average SFAA student will exceed the average rate of growth for Title-I-eligible students in the School District of Philadelphia on the Reading and Mathematics subtests.

This objective was partially attained. The average total reading and average total mathematics scores for each SFAA grade for 1977 and 1978 were compared with the same scores for the average Title I student in the School District for the same years. Grade-by-grade comparisons of the changes in scores for average SFAA students and average Title I students revealed the following: (1) the average SFAA student exceeded the rate of growth of the average Title I student in Reading in grades 5, 7, 8, 9, and 11 and (2) the average SFAA student exceeded the rate of growth of the average Title I student in Mathematics in grades 6 and 8. No comparisons were made for grades 9-12 in mathematics. These data are presented in Table 1.

Objective 3. During the 1977-1978 school year SFAA will continue to provide educational opportunities and support systems for adults from the community who wish to return to school for the acquisition of a high school diploma or for the improvement of basic academic skills to the extent that(a) at least 20 adults will be registered by November 1, 1977; (b) at least 10 adults will maintain an active status with an attendance rate of at least 40% and with credit granted for at least two-thirds of their courses, (c) an individualized curricular program will be created for each adult which includes an assessment of incoming skills, a statement of long-range goals, and a program of studies to attain these goals.

This objective was fully attained. By November 1, 1977 31 adults were registered for attendance at SFAA. Each adult was given the option to select one day each week where attendance would not be mandatory. By the end of the school

year, 15 adults maintained an active status with an attendance rate of at least 40% and having received credit for at least two-thirds of their courses. This number of adults surpassed the minimum expectation of 10 adults. Moreover, a review by the evaluator, in late November, of the adults' record folders located in the school office revealed an individualized curricular program for each adult including an assessment of incoming skills, a statement of long range goals, and a program of studies to attain these goals.

It should be noted that nine new adult students were admitted during the middle of the school year. It should also be noted that a greater number of adults (15) attended SFAA on a regular basis during the current school year than in any previous year of the school's existence. Moreover, these 15 adults maintained higher attendance rates (ranging from 52% to 81% and an average of 66%) than adults maintained during the previous years of the project.

Objective 4. During the 1977-1978 school year the SFAA program will disseminate its adult program as indicated by: (a) identification of seven-member teams of teachers, administrators, students, and community members from three Philadelphia secondary schools; (b) delivery of 20 hours of training to the teams on the issues and methods involved in incorporating adults into ongoing classes; (c) development at two sites of written policies for incorporating adult students into ongoing classes; and (d) occurrence at two sites of activities to recruit students.

This objective was fully attained. Participants from the three schools included three administrators, 13 teachers, six students, and six community adults. Each of the school teams received 21 hours of training dealing with the rationale and methods for incorporating adult students into ongoing secondary classrooms. All three sites developed written policies for enrolling and supporting adult students. Moreover, all three sites recorded their recruitment efforts on Recruitment Documentation Forms.

It should be noted that the knowledge, talents, and skills of the School for All Ages staff were utilized (1) by having SFAA staff conduct portions of the training and (2) by arranging on-site visits at SFAA for the school teams.

Objective 5. During the 1977-1978 school year the SFAA program will continue to provide educational opportunities and support systems for adults from the community who wish to make a career change as indicated by the following: (a) eight adults will enroll in the Life Career Change Program by January 1, 1978; (b) at least six of the eight aides completing their SFAA experiences in December 1977 will continue their present education leading to a career change or will pursue a career which is different from their career prior to their SFAA experiences; and(c) at least ten of the 16 aides who completed their SFAA experiences in December 1975 and December 1976 will continue to pursue a career change.

This objective was fully attained. Eight new adults form the local communities enrolled in the Life Career Change Program by January 1, 1978. Of the eight aides who completed their SFAA experiences in December, 1977, five continued in their new career as full-time students or child-care workers, two students were limited by illness but expressed intentions of continuing their new career work during the fall, and the plans of one aide were unknown. Of the adult aides who completed their SFAA experiences in December, 1976 and December 1975, 12 of 16 reported continuation of their new careers as full-time students, learning disability aides, or supervisor/directors of child-care facilities.

Objective 6. During the 1977-1978 school year SFAA students will indicate that they are experiencing a healthy balance of learning styles in the context of a mastery learning approach by rating their teachers significantly higher($p<.10$) than nonparticipating students on: (a) the behavior of communicating the expectation that all students can master the material, (b) specifying learning competencies,(c) providing learning alternatives, or (d) grading by an objective criterion as evidenced by the AEP Teaching Practices Questionnaire.

Attainment of this objective could not be determined because (1) pretest results were of a sufficient magnitude to preclude the possibility of significant positive change in scores between pretest and posttest, (2) only one of the six participating teachers was able to complete all phases of a unit of study employing mastery techniques, and (3) only two of these teachers were able to administer the posttest while the remaining teachers did not notify the evaluation team in sufficient time to allow posttesting.

The results from the analysis of pretest and posttest scores for the two classes indicated, as expected, no significant differences. All of the resulting data are being used to revise the instrument for use during the 1978-1979 school year.

It should be emphasized, however, that the exploration and implementation by this group of teachers in such an experimental effort was both extensive and intensive. Their learnings should provide invaluable baseline data for the project's second year of work in the area of mastery learning.

IMPACT

The School for All Ages project was considered fully implemented according to its intended mode of operation. This was the fourth year of the project's existence. The project was scheduled to receive five years of Title 4C funding. Unfortunately, the School District's financial crisis forced the scheduled closing of both the Logan and Northern Liberties schools at the end of the 1976-1977 school year. The Logan school was reinstated after considerable outcry from parents, students, and teachers. However, problems related to the lease of the of the school's rented facility forced a move to another site where, facing additional lease problems, the school finally opened in mid-October, 1977. Problems related to the school's enrollment emerged during the middle of the year. The

School District insisted that at least 45 new students be recruited within a very limited time period. The school successfully dealt with these problems and, with the guidance and support of its first officially appointed principal, continued to implement the philosophy and overall goals of the original proposal.

The project attained or partially attained five objectives; the attainment of one objective could not be determined. The project was successful in providing a schedule of daily experiences which encouraged cross-age interaction. SFAA students in some grades improved in reading and mathematics at a comparative rate that was greater than the average Title I student in the School District as measured by annual administrations of a standardized achievement test. The project continued to provide educational opportunities and support for adults from the community who wished to return to school for the acquisition of a high school diploma or for the improvement of basic academic skills. Four adults successfully completed the requirements for a diploma. Eight adults completed the year in the Career Change Program. This program was established for adults who wished to change their present career by providing paraprofessional service at SFAA and by attending a local university for special training.

Finally, the project utilized its special state funding for dissemination of the SFAA model by eliciting the cooperation of three District high schools in the preparation for and recruitment of adult students who wish to return to school as regular students in order to acquire the high school diploma which had eluded them in the past. Although the project's objective related to the area of mastery learning could not be measured properly, the teachers' efforts and progress were extensive and intensive.

EVALUATOR'S COMMENTS

The fifth and final year (1978-1979) of federal support for the School for All Ages began with another major crisis. Further financial difficulties experienced by the School District led to a reorganization of teacher allocations per school and subsequent layoffs, and/or reassignment of teachers with low seniority. No special program escaped this process, even though the obvious detrimental effects on program implementation were predictable.

Three of the eight SFAA teachers were layed-off; one of these teachers was subsequently recalled and reassigned to another school. The school was then allocated 6.5 teachers--leaving 1.5 vacancies. This process did not allow recall of the layed-off teachers to fill these vacancies, even though they were the only teachers qualified for the program.

To date, the school is attempting to operate with the five remaining teachers. The two secondary teachers (mathematics and social studies) were attempting to teach all subjects to the 50 secondary students and approximately 25 adults. Consequently, the school will face a year (1978-1979) with limited resources

and only casual support from the School District. The chances of a successful year at the school appear to be limited. However, the project's efforts with the Mastery Learning group and the dissemination effort at the three cooperating high schools should provide a measure of success for the 1978-1979 school year.

TABLE I

GRADE LEVEL COMPARISONS OF CHANGES IN AVERAGE CAT SCORES (ADSS) BETWEEN 1977 AND 1978 ADMINISTRATIONS FOR SFAA STUDENTS AND TITLE I STUDENTS

GRADE	READING		MATHEMATICS	
	SFAA	TITLE I	SFAA	TITLE I
2	37	44	10	34
3	16	32	19	36
4	-10	23	8	20
5	34	24	95	25
6	-46	28	-7	34
7	32	21	12	15
8	56	33	54	34
9	65	31		
10	32	27		
11	28	15		
12	32	37		

1 The numbers appearing in the table are the differences between average achievement development scale scores (ADSS) for the total Reading and Total Mathematics Subtests for SFAA students and for School District Title I students.

SKILLS DEVELOPMENT CENTER

ADMINISTRATOR:	William Riggar, Activity Manager Donald Wieder, Coordinator
HEADQUARTERS:	Stevens Administrative Center, 13th & Spring Garden Streets
TELEPHONE:	299-7969
PBRS CODE:	20-05-559
STATE CODE:	76454C
OPERATING YEARS:	1976-1978
GRADES SERVED:	9-12
NO. SERVED:	Pupils 225, Teachers 35, Administrators 3
NO. OF SCHOOLS:	3
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 2, Clerical ½
CURRENT BUDGET:	$100,000
SERVICE PROVIDED:	The project offers support to the implementation of mainstreaming by providing direct instructional services to mainstreamed Special Education students, consultative services to teachers and administrators, and formal staff development sessions.
EVALUATION TEAM:	Marion Kaplan, Janice Atkins

OBSERVED ACTIVITIES

Project intent and implementation are similar to those of the Mainstreaming Project. The objectives and the evaluation designs of the two projects are identical (these projects have been merged for their third year, 1978-1979).

The Skills Development Centers Project (SDC) was partially implemented. Fully equipped and staffed resource rooms were operative in Gratz and Benjamin Franklin high schools. At West Philadelphia, the resource room teacher left at mid-year and there was difficulty replacing him. Consequently, service at that location was sporadic, and accurate data regarding both program and pupils were difficult to obtain.

During the 1977-1978 school year, resource rooms at Franklin and Gratz provided instructional services to 63 students. West Philadelphia reported serving 19 students. Students were scheduled in the resource rooms for one or more periods per week, as needed. The average number of weekly periods per student was five at Gratz and Franklin and three at West Philadelphia.

The average daily number of students scheduled to the resource room was 49 at Gratz (There were two teachers at Gratz, hence the large number.), 25 at Franklin, and 15 at West Philadelphia. The number of students in the resource room during any one period ranged from two to 12. The average (mode) was seven at Franklin, four at West Philadelphia, and nine at Gratz. In addition to formally scheduled instruction, the resource rooms also provided consultative services to mainstreamed students upon request. This was usually short term help with a specific problem (academic, social, or vocational).

Resource room instruction was individualized and focused upon basic skills. The staffs also instructed students in academic subjects, using adapted materials, when this was necessary to support the student in the mainstream. Evaluators observed that the teacher/aide interacted with one student at a time. The usual procedure was for the students to take their work folders upon entering the room and work on individually prescribed assignments. The teacher and aide circulated among the students and spent between 10 and 20 minutes with an individual. Small-group instruction was not observed; students always worked independently.

Gratz and Franklin reported a total of 42 students mainstreamed for academic, shop, or minor subjects. In both schools, every special education student was mainstreamed for advisory, health and/or physical education. Approximately half of these students had one mainstreamed subject.

In addition to direct services to students, the project provided a 12-hour series of staff-development sessions for 32 teachers and two administrators from the two high schools and a junior high school in West Philadelphia's feeder pattern. The content of the series was similar to that of the previous year and the topics included an overview of PL-94-142, procedures for identifying and placing handicapped students in Philadelphia, an overview of the diagnostic prescriptive approach to instruction, individualizing instruction, and adapting materials for mildly handicapped students. This year, the format for the series was changed from individual school meetings. After an initial three hour introductory session in December (held in conjunction with the Title 4C Mainstreaming project and a Title 6D mainstreaming project), participants had monthly after school meetings, January through April. At these meetings, they were divided into small groups: English/reading teachers, mathematics teachers, social sciences/science teachers. Each of these smaller groups was led by a special education teacher with secondary school experience and training in the particular subject. The resource room teachers from all schools were present and served in a consultative/leadership role. They also served on the planning committee for the series.

Although 12 hours were originally scheduled, January snowstorms resulted in a cancellation, and only 10 hours of sessions were provided. The average participant attended seven hours. Seven participants attended only one session. Eleven attended all sessions.

ATTAINMENT OF OBJECTIVES

Objective 1: Support services will be provided for mainstreamed special education students at each site, as indicated by the existence of: a) a resource room staffed by at least 1 teacher and 1 aide; b) a supportive child-study team (counselor, resource room teacher, classroom teacher, and other personnel as needed) which meets regularly; c) an IEP for each mainstreamed student; and d) consultative services to subject-teachers from the resource room teacher.

The objective was partially attained. Appropriately staffed resource rooms were operational at two of the participating schools. At the third school service was interrupted when the teacher left at mid-year. The services provided by these facilities were described in the Observed Activities section of this report. Resource room teachers at the two fully operational schools provided at least one consultation to regular teachers for each mainstreamed student. In some cases, additional consultations were provided. The resource room teachers reported spending 10% to 25% of their time in consultation.

By the end of the school year, child study evaluation teams (CSETs) had been convened in project schools. These teams were court-mandated for all schools in Philadelphia, and the initiative for their implementation could no longer remain with the SDC model. The major activity for these teams was reassessment and placement of EMR pupils. Although SDC teachers provided information for the teams and participated in some meetings, they were not necessarily core (permanent) members.

IEPs were written for each mainstreamed student early in the 1977-1978 school year, as a result of a system-wide effort to provide IEPs for every special education student. Resource room teachers were instrumental in developing these documents for the students they served.

Objective 2: Mainstreamed students will increase their academic skills to the extent that, at the end of each year, they will have significantly higher ($p < .05$) mean scores than will a comparative group of students enrolled in full-time special education classes, as measured by the Mathematics and Reading subtests of the Peabody Individualized Achievement Tests (PIAT).

It was not feasible to match mainstreamed and non-mainstreamed students on all relevant variables. Consequently, regression analysis was used to explore the relationship between mainstreaming and the spring, 1978 scores on each of the dependent variables.

The objective was partially attained. Mainstreaming was found to be positively related to reading comprehension, but not to reading recognition or mathematics.

PIAT pretests were administered during the fall/winter, 1976 to all special education students who were in attendance at participating schools. (New students were tested in fall, 1977.) Posttesting occurred during the spring, 1978. The

special education populations of the two schools are rather mobile, and many students whose names are on the school roles do not attend. Consequently, there were few students eligible for inclusion in the analyses, i.e., students for whom there were both pretest and posttest scores available. (West Philadelphia was omitted from the analysis because clear information regarding mainstreaming was not provided.) The numbers of students in the two remaining schools with pretest only, posttest only, and both pretest and posttest scores on each subtest are displayed in Table 1.

The number of variables that could be entered into a regression equation was limited due to the small numbers of cases, therefore it was necessary to find the best possible fit to the data as well as to include those variables which were important to the conceptual model regarding the effects of mainstreaming. Preliminary analysis indicated that 1) age was unrelated to the other variables, 2) there were reliable and significant non-linear trends in the relationship of I.Q. with other variables, 3) mainstreaming and prescore were related for all three subtests. These findings led to the use of a five variable regression equation. It included prescore (linear effects), I.Q. (linear effects), I.Q. (quadratic effects), Main 2 (number of subjects mainstreamed in 1977-1978) and MBOTH (yes/no mainstreamed in 1976-1977 and 1977-1978).

For each subtest, the data were analyzed to see if mainstreaming had a significant effect on the multiple correlation (R^2) of prescore and I.Q. on posttest score. Increments to R^2 were tested for statistical significance by means of F tests. Comparisons of R^2s and the resultant F ratios are presented in Table 2.

There was a large, statistically significant increment to R^2 for reading comprehension. Differences for mathematics and reading recognition were not significant. The analysis indicated that there may be a meaningful relationship between level of mainstreaming and reading comprehension, independent of initial ability and intelligence. Future evaluation efforts will attempt to examine this relationship using a larger sample.

Tables 3a, 3b, and 3c present pretest and posttest mean scores for each level of mainstreaming on each variable. With one exception, gains tended to be small across all variables and levels of mainstreaming. The amount of score change did not appear to be directly related to level of mainstreaming.

Objective 3: Mainstreamed students will increase their academic skills to the extent that 75% of them receive end-of-year ratings from their regular class teachers which are higher than their fall ratings on at least four of the specific skills listed on the Mainstreaming Pupil Skill Record.

The objective was not attained. In order to indicate a student's level of functioning in regular class subjects, each of his/her mainstreamed teachers was asked to rate students, using a scale ranging from 1 (unacceptable) to 5 (extremely high), on each of the skills listed on the Mainstreaming Pupil Skill Record: conceptual

thinking, reading, writing, mathematics, and perceptual-motor. Pretest and posttest ratings for each student in each rated subject were compared to determine progress in mainstreamed subjects.

Records submitted by the schools were incomplete. Partial records existed for 42 students. If properly completed records had been submitted for each of the 42 students in all mainstreamed subjects, there would have been 84 pretest and 84 posttest Pupil Skill Records. There were 55 pretest and 46 posttest records. Both pretest and posttest information was available in 37 instances (22 students).

Two students (8%) demonstrated improvement in 4 skills for at least one rated subject. For the remaining students, the largest number of improved skills per per subject was 1. On 9 of the 37 records there was no improvement in any skill.

Analysis of the 46 posttest skills records of 39 students (Table 4) revealed that subject teachers tended to rate mainstreamed students low in most areas. Only in perceptual-motor skills were a majority of the ratings "acceptable" or higher. In writing skills, 90% of the ratings were borderline or "unacceptable." For reading and conceptual thinking skills almost 2/3 of the ratings were in these categories. Mainstreamed students, as evidenced by teachers' ratings for this group of 39, are functioning at low levels in a number of fundamental skills necessary to most subjects.

Objective 4: Mainstreamed students will develop more positive self-concepts to the extent that, at the end of each year, their mean score on the Piers-Harris Children's Self-Concept Scale will be significantly higher ($p<.05$) than the mean score of a comparative group of students enrolled in full-time special education classes.

The objective was attained. Analysis procedures for this objective were changed from matched groups comparison to regression analysis. Administration of Piers-Harris pretests and posttests occurred at the same time as PIAT administrations. All analysis procedures were similar to those described for Objective 2, and the same variables were entered into the regression equation.

A large, statistically significant (see Table 2) increment to the multiple correlation (R^2) of I.Q. and prescore with posttest score was found. This suggests that there is a relationship between mainstreaming and self-concept (Piers-Harris scores) which is independent of the effects of I.Q. and prescore.

Table 3d presents pretest and posttest mean scores for each level of mainstreaming. All mainstreamed group means increased from pretest to posttest. The size of the increase was not related to amount of mainstreaming.

Objective 5: Mainstreamed students will improve in social adjustment to the extent that 75% of them receive end-of-year ratings from their regular class teachers which

are higher than their fall ratings on at least eight of the specific skills listed on the Mainstreaming Pupil Behavior Rating Scale.

This objective was not attained. In order to indicate a student's level of social adjustment in the mainstream, each of his/her subject teachers was asked to rate the student, using a scale of 1 (poor) to 5 (excellent), in each of the following areas: attendance, punctuality, work habits, attentiveness, participation, motivation, peer interaction, teacher interaction, and emotional development. Teachers also indicated the student's standing among her/his peers (1 = much below average, 5 = much above average) in each of the nine areas. In order to assess progress during the school year, teachers rated students upon entry into the mainstream class and at the end of the school year.

Records submitted by the schools were incomplete. If completed rating scales had been submitted for all 42 rated students in each of their mainstreamed subjects, there would have been 84 pretest and 84 posttest Pupil Behavior Rating Scales. There were 74 pretest and 44 posttest rating scales submitted. Matching sets of ratings were provided in 35 instances for 25 students. Two (8%) students demonstrated improvement in eight skills for at least one subject. The median number of skills per subject in which ratings improved was two. In eight instances, there was no improvement in any skill.

Objective 6: Teachers who participate in staff development sessions will develop more positive attitudes toward handicapped students as measured by a significant ($p<.05$) pretest to posttest gain in mean score on the Classroom Integration Inventory.

The objective was not attained. The 60 item Classroom Integration Inventory (Haring, N., G. Stern, and W. Cruichshank: Attitudes Toward Exceptional Children, 1958) was designed to assess teachers' acceptance of handicapped pupils. Teachers indicated the educational setting they considered appropriate for the type of handicap and degree of severity described in each item. Ratings from 0 ("You feel that such a child cannot be handled profitably within the context of regular or special education") to 4 ("You feel you could handle such a student in your regular classroom without any fundamental change in your present procedures.") were used. A teacher's score was the sum of her/his ratings for all items. The range of possible scores was from 0 to 240.

This instrument was administered to participants at the first and last staff development sessions. Both pretest and posttest were completed by 11 of the 34 participants. The pretest mean (173.6) was 10 points higher than the pretest mean reported by Haring et.al., and it was 11 points higher than the mean score attained by participants in this project in 1976-1977. The posttest mean (165.5) was lower than that of the pretest. The decline in score and an unusually high

pretest score was found consistently across all three secondary mainstreaming staff development programs. Because of adverse physical conditions at the initial large group session for the three projects, administration of the various instruments was delayed until the end of the session when participants were to be in small groups. Immediately before administration, there was a very moving presentation by a successful photographer who had been an EMR student. Apparently the effect of the presentation was evidenced in the pretest scores. Posttest scores were similar to those obtained in the SDC and Mainstreaming Projects in 1976-1977.

Objective 7: Teachers who participate in staff development sessions will increase their competence in the various mainstreaming instructional skills to the extent that their mean self-ratings on the Mainstreaming Inventory of Competencies is significantly higher ($p < .10$) at the end of the series than at the beginning.

The objective was attained. At the first and last staff development sessions, nine participants rated themselves on each of 41 skills listed on the Mainstreaming Inventory of Competencies. They used a rating scale ranging from 1 (no knowledge) to 4 (better than average knowledge). An individual's score was the sum of his ratings for all items. Possible scores ranged from 41 to 164.

The 46 point difference between the pretest mean ($\bar{X} = 64$, s.d. = 26.6) and the posttest mean ($\bar{X} = 110$, s.d. = 23.7) was statistically significant ($t = 7.72$, $p < .005$). This suggested that the staff-development component was successful in attaining its goal; the teachers' average rating of their competence increased from "little knowledge" of the skills to better than "average knowledge" of them.

IMPACT

The Skills Development Center project was implemented at two sites and partially implemented at the third. The two schools with adequate implementation reported the mainstreaming of students. Resource rooms provided individualized instruction in basic skills to students, and the SDC teachers provided consultatve services to the students' teachers. As part of School District system-wide efforts, IEPs were written for all mainstreamed students, and CSETs were implemented in all schools. SDC teachers were not designated core members of CSETs.

The staff-development component was similiar to last year's in content and intent. All schools met together. Not all sessions were well attended. Results of pre- and post- assessment indicated that the project was successful in increasing the participants' perceived levels of knowledge of various mainstreaming skills, but it was not successful in improving their attitudes, which were initially positive, toward handicapped students.

The objective regarding students' self-concept was attained. A relationship was found between level of mainstreaming and Piers-Harris post-scores, however the relationship did not appear to be linear, nor were the differences among the

group means very large. The majority of students, regardless of mainstreaming status, demonstrated gains in score.

Mainstreamed students tended to be rated average on social adjustment skills by their regular education teachers. These ratings did not improve enough to meet the criterion.

Objectives regarding academic achievement were either partially attained or not attained. A relationship was found between reading comprehension and mainstreaming. Mainstreaming was not related to reading recognition and mathematics. Small improvements in score from pretest until posttest were demonstrated by most groups of students. These score changes appeared to be unrelated to mainstreaming status.

Ratings of mainstreamed students' skills by regular class teachers were low and did not increase over the year. These ratings indicated that the students still lack adequate reading, writing, and mathematics skills.

The project's major success appears to be in implementation with students. Support is being provided via the SDC s so that mainstreamed students are able to be maintained in the regular education stream despite their low skill levels.

TABLE 1

PROPORTIONS OF 202 SPECIAL EDUCATION STUDENTS IN SKILLS DEVELOPMENT CENTER SCHOOLS WITH SCORES ON THE DEPENDENT VARIABLES, 1977-1978

TEST	STUDENTS WITH			
	NO SCORES	PRESCORES ONLY	POST SCORES ONLY	NO SCORES
Reading Comprehension	47 (23%)	60 (30%)	23 (11%)	72 (36%)
Reading Recognition	47 (23%)	59 (29%)	24 (12%)	72 (36%)
Mathematics	48 (24%)	59 (29%)	23 (11%)	72 (36%)
Piers-Harris	44 (22%)	30 (15%)	40 (20%)	88 (43%)

TABLE 2

COMPARISON OF R^2s WITH AND WITHOUT MAINSTREAMING WHEN THE MAINSTREAMING VARIABLES ARE ADDED TO THE REGRESSION EQUATION SKILLS DEVELOPMENT CENTERS PROJECT, 1977-1978

VARIABLE	NUMBER OF CASES	R^2 WITH MAINSTREAMING	R^2 WITHOUT MAINSTREAMING	DIFFERENCE	DEGREES OF FREEDOM	F
Reading Recognition	71	.811970	.775762	.036208	8,59	1.64
Reading Comprehension	70	.683053	.540399	.142654	8,58	3.263*
Mathematics	70	.481441	.429483	.051958	8,58	.726
Piers - Harris	73	.253059	.006430	.246629	8,61	2.496*

* F ratio is statistically significant beyond the .05 level

TABLE 3a

SKILLS DEVELOPMENT CENTERS PROJECT STUDENTS' MEAN PRETEST AND POSTTEST PIAT MATHEMATICS SUBTEST SCORES FOR EACH LEVEL OF MAINSTREAMING - SPRING, 1978

NUMBER OF MAINSTREAMED SUBJECTS	NUMBER OF STUDENTS	PRETEST MEAN		POSTTEST MEAN	
		RAW SCORE	G.E.	RAW SCORE	G.E.
6	2	28.50	2.6	43.50	4.6
5	6	40.67	4.2	46.83	6.0
4	8	41.50	4.2	45.38	5.3
3	5	44.40	4.9	43.60	4.9
2	8	42.88	4.6	43.50	4.6
1	12	34.25	3.3	39.83	4.0
0	29	32.16	3.1	35.82	3.4

TABLE 3b

SKILLS DEVELOPMENT CENTERS PROJECT STUDENTS' MEAN PRETEST AND POSTTEST PIAT READING RECOGNITION SUBTEST SCORES FOR EACH LEVEL OF MAINSTREAMING-SPRING, 1978

NUMBER OF MAINSTREAMED SUBJECTS	NUMBER OF STUDENTS	PRETEST MEAN		POSTTEST MEAN	
		RAW SCORE	G.E.	RAW SCORE	G.E.
6	2	26.00	2.4	29.50	3.0
5	6	32.33	3.4	36.33	3.9
4	8	32.88	3.5	33.62	3.6
3	5	37.40	4.0	40.80	4.5
2	8	37.38	4.0	38.25	4.1
1	12	27.58	2.6	28.75	3.0
0	30	28.30	2.8	29.06	3.0

TABLE 3c

SKILLS DEVELOPMENT CENTERS PROJECT STUDENTS' MEAN PRETEST AND POSTTEST PIAT READING COMPREHENSION SUBTEST SCORES FOR EACH LEVEL OF MAINSTREAMING - SPRING, 1978

NUMBER OF MAINSTREAMED SUBJECTS	NUMBER OF STUDENTS	PRETEST MEAN		POSTTEST MEAN	
		RAW SCORE	G.E.	RAW SCORE	G.E.
6	2	30.00	3.2	35.50	3.5
5	6	35.50	3.7	41.33	4.5
4	8	33.50	3.5	32.88	3.5
3	5	38.60	4.2	35.00	3.7
2	8	36.00	3.8	37.00	3.9
1	12	25.58	2.6	29.33	3.1
0	29	28.31	2.9	28.21	2.9

TABLE 3d

SKILLS DEVELOPMENT CENTERS PROJECT STUDENTS MEAN PRETEST AND POSTTEST PIERS-HARRIS TEST SCORES FOR EACH LEVEL OF MAINSTREAMING-SPRING, 1978

NUMBER OF MAINSTREAMED SUBJECTS	NUMBER OF STUDENTS	PRETEST RAW SCORE	POSTTEST RAW SCORE
6	1	42.00	46.50
5	6	26.42	44.83
4	4	19.38	61.75
3	5	39.70	63.00
2	8	36.06	59.19
1	8	32.94	58.63
0	41	40.13	47.25

TABLE 4

SUBJECT TEACHERS RATINGS OF 39 MAINSTREAMED STUDENTS
ON THE MAINSTREAMING PUPIL ACADEMIC SKILL RECORD
SKILLS DEVELOPMENT CENTERS - SPRING, 1978

Rating	Conceptual Thinking Skills	Reading Skills	Writing Skills	Mathematics Skills	Perceptual Motor Skills
5 (High)	0	0	0	1 (3%)	1 (2%)
4	7 (16%)	1 (2%)	1 (2%)	3 (10%)	6 (14%)
3 (Acceptable)	11 (25%)	11 (25%)	3 (8%)	6 (21%)	19 (46%)
2	19 (43%)	24 (55%)	24 (59%)	11 (38%)	11 (26%)
1 (Unacceptable)	7 (16%)	8 (18%)	13 (31%)	8 (28%)	5 (12%)
TOTAL	44 (100%)	44 (100%)	41 (100%)	29 (100%)	42 (100%)

85

TUTOR CORPS

ADMINISTRATOR: Rachel Hill/Nancy Miness
HEADQUARTERS: Administration Building
TELEPHONE: 299-7934
OPERATING YEARS: 1976-1978
GRADES SERVED: 10-12
NUMBER OF PUPILS: 87
PROJECT LOCATION: ___ On-Site, X Off-Site
NO. OF EMPLOYEES: 0 Professional, 0 Paraprofessional, 0 Clerical
FUNDING SOURCE: Title IV-C

Program Description

The Tutor Corps Project is one of the services of the Parent Partnership Program in the School District of Philadelphia. It is a work/training program in which area high school students tutor infants, toddlers and pre-school children in approved day care homes and child care centers. The teens serve as auxiliaries to Child Care staff in carrying out a prescribed infant education and stimulation program. Through the use of age-appropriate games, activities and play, tutors help children develop language, motor skills, body coordination, spatial relationship and the concepts of color, shape, number and size. They also assist in providing a positive group atmosphere which meets the social and emotional needs of the children in care.

OBJECTIVES AS STATED IN THE PROPOSAL

a. The percentage of tutors of one race in the program will not be below 40% nor above 60%.

b. Tutors will be provided with eight hours of training.

c. Tutors will spend six hours weekly instructing day-care students.

Program Implementation

After the teens were recruited from the high schools, participating day care agencies selected tutors on the basis of geographical convenience and a personal interview. Tutors came from every section of the city and represented a cross-section of cultures, socio-economic backgrounds and goal orientations. Eighty-seven tutors were employed two days/week, three hours/day at 18 locations for up to 26 weeks. They were paid $2.65 per hour.

After the selection process, the teens participated in a four-session pre-service training program. The first session was on child-development. By looking at their own personal histories through guided fantasy and drawing, the teens learned that there are themes common to every person's development. A film entitled How Babies Learn was presented. The point was made that the learning and physical development of babies are the building blocks on which subsequent development takes place. The teens were then asked to work in small groups to solve problems related to developmental issues which they might confront in a day-care home or center. Such issues included separation, stranger anxiety, and language development.

Each teen was given a denim bag with the words "Tutor Corps" printed on it. They were instructed to use this bag for supplies, books and games. The teens were given some standard supplies such as tape, scissors, crayons, and construction paper. At subsequent trainings additional items like puppets, hand-made books, and matching games were added. They were also given books appropriate for reading to pre-schoolers by the Books for Tots Bandwagon, another School District of Philadelphia program. The children thus see their older friends in the Tutor Corps as bearers of new fun and surprises.

The second pre-service training session discussed the role of the Teen-Tutor in a day-care home or center. This session involved exploring the balance between bringing new ideas in to a day-care program while still preserving the authority of the day-care home parent, or the day care center staff. Several role plays were practiced so that the teens could "try-on" behaviors.

The third and fourth sessions provided teens with sepcific activities and materials to use in their day care placements. At one of these sessions teens made finger puppets, simple story books, and puzzles using magazine pictures and cardboard. At another session, songs and finger-plays were learned and practiced. They learned games and exercises to use with small children.

Following the fourth pre-service training session, each member of the Tutor Corps was placed in a day care setting somewhere in the city, as close to the teen's home or school as possible. After a month of working six hours a week with small children, the Tutor Corps came together again for a series of follow-up trainings. The training was considered a vital part of the Tutor Corps, and the teens were paid for the hours spent in training.

Project Outcomes

QUESTION: What was the racial composition of the tutors?

ANSWER: Of 87 tutors in the program, 58 (67%) were black, 2 (2%) were Spanish surnamed, 1 (1%) was oriental, and 26 (30%) were white.

QUESTION: How much training did the tutors receive?

ANSWER: Two students were identified by independent agencies as performing outstanding work with children and were consequently exempted from the training program. The remaining tutors took part in the eight hour pre-training program and monthly follow-up sessions.

QUESTION: How much time did the tutors spend instructing day care students?

ANSWER: All tutors were assigned six hours of work each week. No tutor was dropped because of poor attendance. Tutors were permitted temporary leaves of absence ot concentrate on school work as the project staff encouraged students to maintain their grades.

Attainment of Objectives

The objective relating to desegregation was not attained. The program participants contained more black students than proposed. This was due to the location of day care facilities being nearer to schools with high proportions of black students. The percentage of black students in the program (67%) was within the State Commission on Human Relations' guidelines for desegregation. Furthermore, the percentage approximated the proportion of black students in the school syste.

The training objective was attained. Tutors were provided with eight hours of training. A carefully designed program provided prospective tutors with techniques of nurturing children which addressed social, emotional, cognitive, and physical needs in an age appropriate manner; problem-solving techniques using resources of peers and concerned adults; and practical work experience in the context of a theoretical framework focused on the developmental needs of children. Included in the training sessions were films, games, songs, and sharing of concerns. One training session included having tutors construct materials for later use with children.

The objective related to tutoring was attained. All tutors were scheduled for six hours of instructing children each week. Extraordinary circumstances were taken into consideration when exempting tutors from their tasks. At the end of the year, 87 of the original 100 were still participating in the program.

Conclusions and Recommendations

The Tutor Corps program was implemented as proposed. Students reported enjoying the Tutor Corps experience and learning from it. Improvements planned for next year include adding more white students to the program and gathering information on student attendance in school, student academic achievement in school, and student satisfaction with the project.

VIDEO CASSETTE LIBRARY

ADMINISTRATOR:	Marguerite Farley
HEADQUARTERS:	Administration Building, Room 902A
TELEPHONE:	299-7992
PBRS CODE:	20-18-549
STATE CODE:	75461C
OPERATING YEARS:	1976-1978
GRADES SERVED:	K-8
NO. SERVED:	Pupils 6,300, Teachers 210, Administrators 20, Others 6
NO. OF SCHOOLS:	10
NO. OF EMPLOYEES:	Professional 1½
CURRENT BUDGET:	$28,000
SERVICE PROVIDED:	The Video Cassette Library and Duplication Center acquires duplicates and disseminates Instructional Television programs.
EVALUATION TEAM:	Robert Sebastian, David Patton

The Video Cassette Library and Duplication Center was established during the 1976-1977 school year and continued into 1977-1978 on a pilot basis. It provided the School District with the capacity to utilize the enormous resource of video tape programs at a fraction of the cost of direct purchase of the same programs. The project made available to teachers and children a vast array of programming in subject areas that would otherwise not be available during the school year.

Three hundred video tapes, acquired from the Pennsylvania of Education and other sources, were duplicated. These duplicated tapes were made available for dissemination to ten Philadelphia public elementary schools participating in the project.

During the 1977-1978 school year, the evaluator visited seven of the nine participating schools (due to personnel changes at the principal and librarian levels, the project was non-operational at one of the ten selected schools). Short conferences were held with the principals of each school and periodic visits were made to the classrooms where the tapes were used. Telephone interviews were held with the coordinators and principals of two schools.

An examination of the director's log revealed that several meetings were held with representatives from two curriculum offices, Science and Social Studies. The meetings were held for the purpose of planning video tape and curriculum integration. The project director's log indicated numerous meetings regarding the project's current and future implementation. It also documented the acquisition of additional TV programs and their dissemination to the participating schools.

The director's log documented two meetings regarding computerization of the library catalog. The computer library system was completed in the summer of 1978 and will be in operation during the 1978-1979 school year.

ATTAINMENT OF OBJECTIVES

Objective 1: To acquire at least 250 instructional television programs from the Pennsylvania Department of Education Video Tape Library and other sources to be used in the Philadelphia Public Schools during the 1977-1978 school year.

This objective was attained. Conferences with the project director and utilization specialist and a review of the current catalog indicated that approximately three hundred (300) instructional television programs were acquired from the Pennsylvania Department of Education and other sources, including the Latham Foundation, Agency for Instructional Television, and KYW.

Objective 2: To disseminate locally duplicated tapes from the Pennsylvania Department of Education Video Tape Library and other sources to those Philadelphia public schools with video cassette equipment during the 1977-1978 school year.

This objective was attained. Three hundred video tapes, duplicated from the Pennsylvania Department of Education and other sources, were made available for dissemination to the nine schools. This was verified by conferences with the project director, utilization specialist, and the school coordinators and by on-site observations by the evaluator.

Objective 3: To coordinate the use of the video tapes acquired during the year with the needs of the curriculum areas and other divisions in the school district in order to insure appropriate programming suitable to the needs of the children served.

This objective was partially attained. Three hundred video tapes were acquired, and a review of the director's log indicated that the director held initial meetings with representatives from two curriculum offices, Science and Social Studies. The purpose of these meetings, as stated in the log, was to discuss ways of implementing various curriculum areas by using tapes from the Video Cassette Library. However, due to the delay in hiring a utilization specialist, it was not possible for this to be accomplished in its entirety. A review of the utilization specialist's log and conferences with the same late in the school year, indicated that some progress had been made to attain the objective. As an example, in-service workshops were held in the spring to acquaint school personnel with the use of video tapes as curriculum aids. Plans were made to develop ten new television programs during the 1978-1979 school year.

Objective 4: To establish a computerized inventory system for the holdings of the Video Cassette Library to provide efficient service to the schools.

This objective was not attained until the summer of 1978, thus precluding its use for the 1977-1978 school year. The computerized inventory system is completely operational now and will be used in the 1978-1979 school year. The system will provide the project with an efficient method of cataloging and retreiving tape information as well as tape dissemination to the participating schools.

Objective 5: To continue the assessment of the quality of programs acquired and duplicated through questionnaires completed by participating teachers and on-site monitoring by the evaluation team and project staff.

This objective was attained. An evaluation questionnaire, developed to solicit responses regarding the cassettes' capability as a teaching and/or curriculum aid was distributed to teachers in the nine participating schools who used the cassettes one or more times during the 1977-1978 school year. Teachers were asked to evaluate each cassette they used. A total of seventy-seven (77) different cassettes were reported used by teachers from the nine participating schools. The cassette series "All About Me" was the most commonly used series. All other series and individual cassettes received approximately equal usage.

Teachers reported using the cassettes 141 times. Sixty-six percent (66%) of the teachers using the cassettes taught grades 4 thorugh 6, thirty-two percent (32%) taught grades K through 3 and the remaining two percent (2%) taught non-graded special education classes.

A summary of teacher responses to the Video Cassette Library Project Evaluation Questionnaire follows:

1. Seventy-one percent (71%) of the teachers rated the tapes' clarity of presentation as "above adequate" to "superior" (4 to 5 on a scale of 1 to 5).

2. Seventy-five percent (75%) of the teachers rated the tapes effectiveness as an instructional aid as "above adequate" to "superior".

3. Seventy-one percent (71%) of the teachers rated the tapes relevance to the lesson they were teaching as "above adequate" to "superior".

4. Eighty percent (80%) of the teachers rated the tapes' ability to capture student interest as "above adequate" to "superior".

Additionally, teachers were asked to tell how they used the cassette. (They had the option of checking one or more listed ways.) Sixty percent (60%) of the teachers responded "to stimulate class discussion" as the most common way the cassette was used in the classroom setting. This was followed by "as general enrichment," 53%; "to illustrate previously presented material(s)," 36%; "to introduce new materials," 26%, "other ways" (not included in the list), 26%; and "to entertain," 19%.

IMPACT

Of the five objectives proposed for the 1977-1978 school year, three were fully attained: Three hundred instructional television programs were acquired from the Pennsylvania Department of Education and other sources. The acquired tapes were duplicated and made available for dissemination to the participating schools, and the project was evaluated by assessing the quality of the tape programs through questionnaires completed by the participating teachers and on-site monitoring by the evaluation team and project staff. The establishment of a computerized inventory system which was the basis for one objective, was not completed until the Summer of 1978, precluding its use for the 1977-1978 school year. Another objective was only partially attained due to the delay in hiring a utilization specialist.

By the summer of 1978, all components of the project were fully opeerational, including the hiring of a utilization specialist and the establishment of a computerized inventory system.

The hiring of the utilization specialist was essential to insure the coordination of the video tapes with (a) the needs of the various curriculum departments (science, social studies, mathematics, etcl) (b) the needs of the teachers at the individual schools and (c) the needs of the children served by these teachers. The specialist was also involved in computerizing and cross referencing all tapes for multidisciplinary use, providing workshops for administrators, teachers, and other school personnel and developing new television programs tailored to specific curricula and pupil needs.

Due to the increase in the number of schools participating in the Video Cassette Library project (100 new schools were added for the 1978-1979 school year), a computer-based inventory system was established in the summer of 1978 to provide the project staff and participating schools with a more efficient and effective method of tape dissemination.

The establishment of a Video Cassette libarary and duplication center gave the School District the capacity to utilize the extensive resources of video tape programs at a fraction of the cost of direct purchase by individual schools. The project's library provided a vast array of programming to teachers and pupils whcih can be adapted to the teacher's schedule and the pupil's needs.